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IELTS

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

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2ND EDITION

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BARRON'S



IELTS

**INTERNATIONAL ENGLISH
LANGUAGE TESTING SYSTEM**

Second Edition

Dr. Lin Lougheed



CONTENTS

1

INTRODUCTION 1

2

QUESTIONS AND ANSWERS ABOUT IELTS 5

3

PREPARING FOR IELTS

A Study Contract 10

Using This Book 14

Tips for Success 14

4

LISTENING MODULE

QUICK STUDY 18

Overview 18

Question Types 18

Listening Tips 19

Completing the Blanks 19

LISTENING SKILLS 25

Target 1—Making Assumptions 25

Target 2—Understanding Numbers 30

Target 3—Understanding the Alphabet 31

Target 4—Listening for Descriptions 33

Target 5—Listening for Time 35

Target 6—Listening for Frequency 40

Target 7—Listening for Similar Meanings 41

Target 8—Listening for Emotions 42

Target 9—Listening for an Explanation 43

Target 10—Listening for Classifications 45

Target 11—Listening for Comparisons and Contrasts 47

Target 12—Listening for Negative Meaning 49

Target 13—Listening for Chronology 51

5

READING MODULE

QUICK STUDY 54

Overview 54

Question Types 54

Reading Tips 55

READING SKILLS 55

- Target 1—Using the First Paragraph to Make Predictions 56
- Target 2—Using the Topic Sentence to Make Predictions 57
- Target 3—Looking for Specific Details 59
- Target 4—Analyzing the Questions and Answers 59
- Target 5—Identifying the Tasks 62



WRITING MODULE

QUICK STUDY 72

- Overview 72
- Question Types 72
- Writing Tips 74

WRITING SKILLS 74

Responding to the Task 74

- Target 1—Writing for a Specific Audience 74
- Target 2—Completing the Task 77
- Target 3—Determining the Task 78

Coherence and Cohesion 82

- Target 4—Developing a Thesis Statement 82
- Target 5—Organizing Your Writing 88
- Target 6—Writing the Introduction 96
- Target 7—Writing a Paragraph 100
- Target 8—Stating Your Opinion 102
- Target 9—Writing the Conclusion 104

Lexical Resource 106

- Target 10—Transition: Connecting and Linking 106
- Target 11—Synonyms 108
- Target 12—Writing with Variety 110

Grammatical Range and Accuracy 123

- Target 13—Pronouns 123
- Target 14—Parallel Structures 124
- Target 15—Coherence 125
- Target 16—Sentence Types 127
- Target 17—Voice 128

Revision 129

- Target 18—Using a Revision Checklist 129
- Target 19—Checking the Spelling 139
- Target 20—Checking the Punctuation 139



SPEAKING MODULE

QUICK STUDY 144

- Overview 144
- Question Types 144
- Speaking Tips 147

SPEAKING SKILLS 149**Part 1: Introduction and Interview 149**

Target 1—Identifying Yourself 149

Target 2—Giving Information 151

Part 2: Long Turn 157

Target 3—Organizing a Topic 157

Target 4—Discussing a Topic 160

Target 5—Verb Tenses 161

Target 6—Sequence 162

Target 7—Comparing and Contrasting 163

Target 8—Explaining 164

Target 9—Describing 165

Target 10—Responding to Follow-up Questions 166

Part 3: Discussion 169

Target 11—Explaining an Issue in Depth 169

Target 12—Describing an Issue in Depth 171

Target 13—Comparing and Contrasting an Issue in Depth 173

Target 14—Giving an In-Depth Opinion 176

General Speaking Skills 178

Target 15—Asking for Clarification 178

Target 16—Delay Tactics 179

Target 17—Avoiding Short Answers 180

Target 18—Word Families and Stress 181

Target 19—Sentence Stress 182

Target 20—Transition Words and Intonation 182

Target 21—Lists and Intonation 183

8**IELTS MODEL TESTS****ACADEMIC 186**

Model Test 1 186

Model Test 2 205

Model Test 3 223

Model Test 4 240

GENERAL TRAINING: Reading and Writing 257

Model Test 1 257

Model Test 2 269

9**ANSWER KEYS FOR THE MODULE ACTIVITIES****LISTENING MODULE 282****READING MODULE 287****WRITING MODULE 292****SPEAKING MODULE 310**

10

EXPLANATORY ANSWERS FOR THE IELTS MODEL TESTS

ACADEMIC 330

Model Test 1 330

Model Test 2 338

Model Test 3 346

Model Test 4 352

GENERAL TRAINING 359

Model Test 1 359

Model Test 2 362

11

APPENDIX

AUDIOSCRIPT FOR THE LISTENING SECTIONS 365

IELTS Listening Module 366

Model Test 1 385

Model Test 2 391

Model Test 3 397

Model Test 4 402

ANSWER SHEETS 407

Listening Module 407

Reading Module 408

Writing Module 409

1

INTRODUCTION

Over one million people take IELTS each year. There are more than 500 test centers that administer IELTS in over 100 countries around the world. Today it is one of the most accepted international exams for academic qualification. You can learn more about IELTS by visiting the official website at www.ielts.org.

Purpose

IELTS is available for people who need to demonstrate their English language proficiency for specific purposes. There are two formats of IELTS to choose from depending on your needs. You should take the Academic Training modules if you are planning to apply to an international university where English is the spoken language. The Academic Training modules are also used as a measure of professional language proficiency for educators, nurses, veterinarians, and other professionals. The General Training modules are more suitable if you want to work, live, or study at a secondary institution in an English-speaking country.

Test-takers

International students represent the highest percentage of candidates who take IELTS. An IELTS score is a recognized measurement of English proficiency at over 1200 educational facilities around the world. Government departments and businesses around the globe also require an IELTS or equivalent score for employment or immigration. Medical professionals who want to work overseas in the UK may take the IELTS test.

Skills Tested

IELTS consists of four sections testing the full range of English language skills—Reading, Writing, Listening, and Speaking. The Listening and Speaking sections are the same for both the Academic and General Training modules. The Reading and Writing sections are different in the Academic and General Training modules.

Language Tested

IELTS is an international test. The English used in the test and heard on the audio can be British, American, Australian, or New Zealand English. The language tested will be comprehensible to any learner of English. Even though IELTS is created in Britain, test-takers who studied another form of English will not be penalized (or *penalised*).

RWLS

In this book, we have pointed out the common differences between American English and the English used in other parts of the world. We have provided footnotes to show differences in spelling and differences in usage. Whatever spelling you use when writing your test answers, the examiners will accept your spelling as long as you are consistent throughout.

International users of English are aware of differences in usage and spelling. Most international users understand that *colour* is written *color* in American English and that *organize* is written *organise* in British English. Because of films, international magazines, travel, and the Internet, we know that *apartment* and *flat* and *gas* and *petrol*, *city center* and *downtown* are synonyms. We know that an American form is *filled out* and in Britain is *filled in*. In Britain, a family could take a *holiday* at the *sea*. In America, people head toward land: in Florida, *vacationers* go to the *beach* for a *vacation*; in New Jersey, they go to the *shore*. We may use one synonym, but we understand the other without problem.

We know that the cultural institutions of English speaking countries are organized (*organised*) differently. American and Australian students study for a *semester* or a *term*; British students study for a *term*. In Canada and Britain, students get *marks*; in America, they get *grades*. A British *public* school is a *private* school in America. In America, a building begins on the *first* floor. In Britain, one starts at the *ground* floor. We can understand these differences from the context. Their meanings will not be misunderstood.

The common usage differences in this book are:

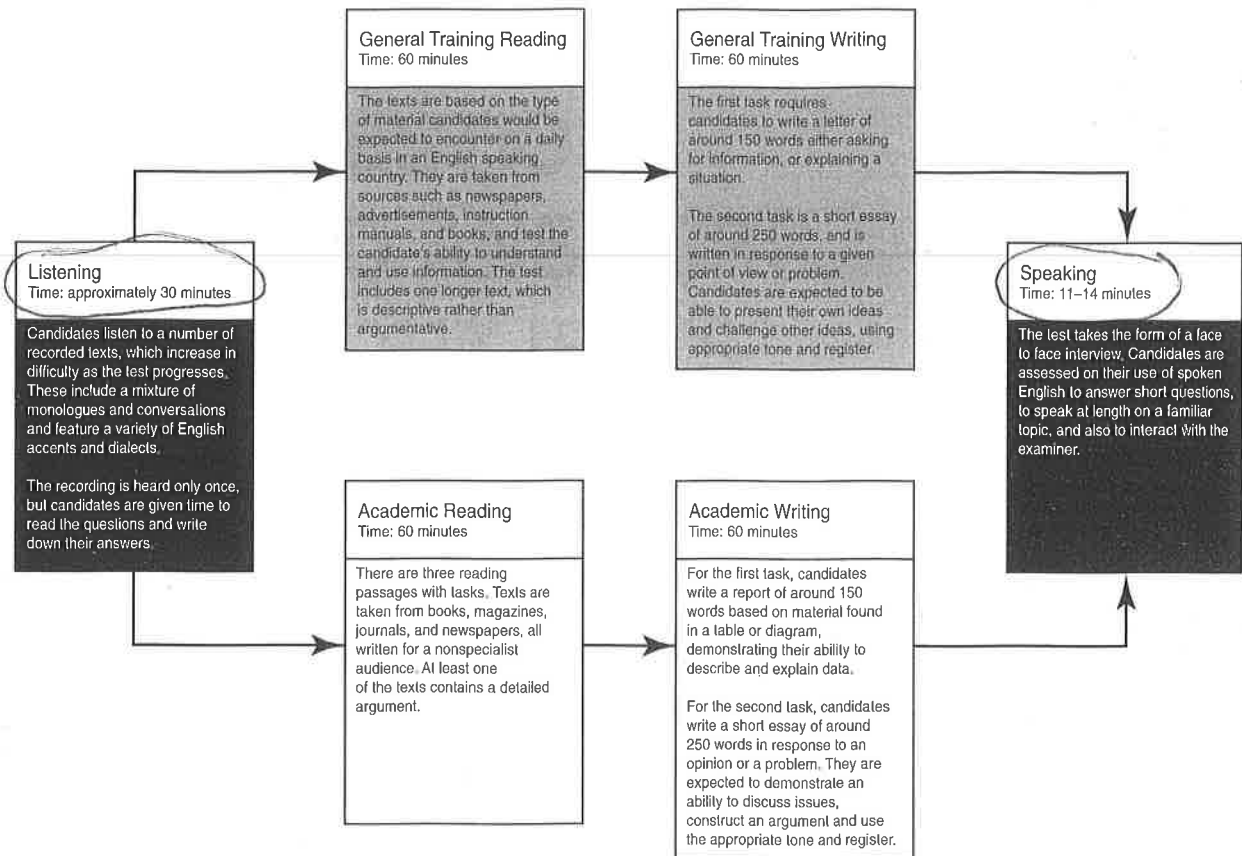
American	British
math	maths
college major	subject
city hall	town hall
pharmacy	chemist
parking garage/lot	car park
movies/film	film
movie theater	cinema
sidewalk	pavement
cell phone	mobile phone
graduated from college	left college
school/college/university	college/university
checkroom	cloakroom
check	cheque
downtown	city centre

The common spelling differences in this book are:

Suffixes	Doubling of consonants
-yze -yse	traveling travelling
-ize -ise	label labelled
-or -our	
-am -amme	
-ck -que	
-er -re	
Prefixes	Use of diphthong <i>ae</i>
co co-	anesthesia anaesthesia
re re-	

Format

The whole IELTS takes 2 hours and 45 minutes. The Listening, Reading, and Writing modules are taken in one sitting. The Speaking module may be taken within 7 days before or after the other modules. It is usually taken the same afternoon or within 2 or 3 days. You will have to arrange for the Speaking module at your test center.



*Reprinted from the IELTS Handbook with permission of the IELTS partners.

American	British
color	colour
organize	organise
filled out	filled in
get grades	get marks



2

QUESTIONS AND ANSWERS ABOUT IELTS

Should I take the Academic or General Training exam?

If you are planning on taking an undergraduate or postgraduate course at an English college or university, you should take the Academic Training exam. Your entrance to an institution will be based on this exam. If you are taking the IELTS for professional purposes, you should also take the Academic Training exam. The General Training exam tests the English language communication skills or general communication skills that are needed for those who want to live and work in English-speaking countries. Although the Reading and Writing modules of the Academic exam measure the candidate's ability to function in a higher educational institution, a range of educational and social contexts are used in the Listening and Speaking sections of both tests. It is important that you choose the correct test on your application form. The institution or agency that will be receiving your scores will tell you which exam to take.

Where can I take IELTS?

More than 500 test centers around the world administer IELTS. All test centers are run by the British Council, IELTS Australia, or Cambridge University. Some testing centers also offer off-site testing for large groups by prior arrangement with IELTS. Contact your local examination center or visit www.ielts.org to find out where the nearest IELTS test center is located.

Where can I find information about registering for the test?

You can contact your nearest examination center or visit the official IELTS website (www.ielts.org) for more information about application procedures and the location of a test center near you.

How much does it cost to take IELTS?

Test fees are set centrally by the British Council and its partners. The fees are generally set for a year at a time. You can find out the cost to take IELTS in your currency by calling your test center. If for some reason you cannot take the test, contact your test center as soon as possible. A partial refund may be available.

Is this a paper-and-pencil test or is there a computer-based version?

As of May 2005, a computer-based IELTS (CB IELTS) became available at select test centers around the world. These tests are usually administered on alternative dates to the paper test. If you are taking the CB IELTS, you will take the Listening and Reading modules on the computer. If you are worried about your typing abilities, you have the option of doing the Writing section on paper. The Speaking section will still be administered face-to-face. CD-ROM versions of the CB IELTS are available for practice. See www.ielts.org for a list of test centers that offer the computer-based version.

How is IELTS different from the TOEIC or TOEFL?

- IELTS does not rely as heavily on multiple-choice questions.
- Different accents are used in IELTS including British, New Zealand, Australian, and American.
- Two different formats are offered (Academic and General Training), depending on the purposes of the test-taker.
- IELTS is offered more regularly than TOEIC and TOEFL at most test centers.

What can I take into the testing room?

On your desk you will be allowed only pencils and erasers (rubbers). (On the paper-based test, the answer sheet for the Listening and Reading modules must be written in pencil as parts will be scanned by a computer.) You cannot use correction fluid. You also may not borrow or lend writing utensils during the test. There will be a designated area for you to put your other personal belongings. You will not be allowed to have any electronic devices such as pagers and cell (mobile) phones in the testing room.

What identification is required?

You will need to have two forms of identification (such as a valid photo ID card, passport, driver's license, student ID, or national ID) with you when you register, as well as on test day. When you take the Speaking module, you will have to present your photo ID again. In the United States, only your passport is required.

How many times will I hear the recording in the Listening module?

Each Listening section is played only once. You must take notes in the Listening question booklet as you listen. After the 30-minute section, you will be given 10 minutes to transfer your notes to your answer sheet. In Sections 1, 2, and 3, there are pauses so you can review the questions. There are 30 seconds to check answers after each section. The examiner will not see your notes.

What types of things will I have to talk about in the Speaking section?

You will not be asked to talk about anything that you need background information for. All of the questions deal with common experiences that do not require special knowledge. It is not a good idea to try to memorize answers to questions that you think will be asked because you may not address the question exactly as the examiner asks. You may ask the examiner to repeat a question or clarify a word you are unsure of.

Will I have any time to prepare my Speaking answers?

Part 2 is the only section in which you will be given time to prepare. You will have one minute to organize your thoughts and take notes for your speech. You are allowed to refer to these notes when you speak, but you should look at the examiner as much as possible.

What criteria are my Speaking answers based on?

Your ability to communicate in English is measured in two ways:

1. Fluency and coherence: content, delivery, organization
2. Language use: vocabulary, pronunciation, grammar

How can I find out my results?

Your test results will be sent to your home address or your educational institute within 2 weeks of taking the test. Your overall band score will be given on the Test Report Form, as will a breakdown of your scores in the four separate sections. On the IELTS registration form, you can designate up to five institutions, agencies, or individuals to receive your Test Report Form. There will be a charge for additional reports.

What is a band?

You cannot pass or fail IELTS. The test is scored on a band scale. A band is a level of ability. In each section, you can score anywhere from a band of 0 (nonuser) to a band of 9 (expert user). In the Listening and Reading modules, a mark is given for each correct answer. This number is then converted into a band, with a conversion table. Overall scores are an average of all four sections and can be given in whole or half bands.

How can I interpret my band scores?

A general description of the competency level for each of the nine bands is reprinted from the IELTS website with permission. Scores are reported in whole or half bands. The overall band requirement for each institution or government body may be different. A band of 6.5 or 7 is a common requirement for university admission.

9	Expert user	Has fully operational command of the language: appropriate, accurate, and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. Generally handles complex language well and understands desired reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Nonuser	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

* Reprinted from the IELTS Handbook with permission of the IELTS partners.

How long is my score valid?

An IELTS score is generally recognized for two years. Some institutions may accept your score after 2 years if you can provide proof that you have maintained your English language proficiency. If you are applying for admission to a post-secondary institution, your last test score will be used.

When can I retake the test?

You may repeat the test whenever and as often as you wish. However, some studies suggest that 3 months may be the minimum amount of time that average learners need to improve their band score. During these 3 months, candidates must continue their efforts to improve their English through class study or self-study.

How can I improve my score on each of the test sections?

Most importantly you must read, write, speak, and listen to English on a regular basis. *Barron's IELTS* will help you achieve your goal.



3

PREPARING FOR IELTS

- **A Study Contract**
- **Using This Book**
- **Tips for Success**
 - Listening Tips
 - Reading Tips
 - Writing Tips
 - Speaking Tips
 - Exam Day Tips

A Study Contract

You must make a commitment to study English. Make a contract with yourself. A contract is a document that establishes procedures. You should not break a contract—especially a contract with yourself.

- Print your name below on line 1.
- Write the total amount of time, the time you will spend each week studying English and the time for each skill area. Think about how much time you have to study every day and every week and make your schedule realistic.
- Sign your name and date the contract on the last lines.
- At the end of each week, add up your hours. Did you meet the requirements of your contract?

IELTS STUDY CONTRACT

I, _____, promise to study for the IELTS. I will begin my study with *Barron's IELTS*, and I will also study English on my own.

I understand that to improve my English I need to spend time on English.

I promise to study English _____ a week.

I will spend _____ hours a week listening to English.

I will spend _____ hours a week writing English.

I will spend _____ hours a week speaking English.

I will spend _____ hours a week reading English.

This is a contract with myself. I promise to fulfill the terms of this contract.

Signed _____

Date _____

Self-Study

Here are some ways you can study English on your own. Check the ones you plan to try. Add some of your own ideas.

Internet-Based Self-Study Activities:

Listening

- ____ Podcasts on the Internet
- ____ News websites: CNN, BBC, NBC, ABC, CBS
- ____ Movies in English
- ____ You Tube
- ____
- ____

Speaking

___ Use Skype to talk to English speakers

Writing

___ Write e-mails to website contacts

___ Write a blog

___ Leave comments on blogs

___ Post messages in a chat room

___ Use Facebook and MySpace

Reading

___ Read news and magazine articles online

___ Do web research on topics that interest you

___ Follow blogs that interest you

Other Self-Study Activities:*Listening*

___ Listen to CNN and BBC on the radio

___ Watch movies and TV in English

___ Listen to music in English

Speaking

___ Describe what you see and do out loud

___ Practice speaking with a conversation buddy

Writing

___ Write a daily journal

___ Write a letter to an English speaker

___ Make lists of the things you see every day

___ Write descriptions of your family and friends

Reading

- ___ Read newspapers and magazines in English
 - ___ Read books in English
 - ___ Read academic articles in English
 - ___ Read informational brochures and pamphlets in English
-
-

Examples of Self-Study Activities

Whether you read an article in a newspaper or on a website, you can use that article in a variety of ways to practice reading, writing, speaking, and listening in English.

- Read the article.
- Paraphrase and write about it.
- Give a talk or presentation about it.
- Record or make a video of your presentation.
- Listen to or watch what you recorded. Write down your presentation.
- Correct your mistakes.
- Do it all again.

Plan a Trip

Go to **www.concierge.com**

Choose a city, choose a hotel, go to that hotel's website and choose a room, then choose some sites to visit. (*reading*) Write a report about the city (*writing*). Tell why you want to go there. Describe the hotel and the type of room you will reserve. Tell what sites you plan to visit and when. Where will you eat? How will you get around?

Now write a letter to someone recommending this place. (*writing*) Pretend you have to give a lecture on your planned trip. (*speaking*) Make a video of yourself talking about this place. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then choose another city and do this again.

Shop for an Electronic Product

Go to **www.cnet.com**

Choose an electronic product and read about it. (*reading*) Write a report about the product. (*writing*) Tell why you want to buy one. Describe its features.

Now write a letter to someone recommending this product. (*writing*) Pretend you have to give a talk about this product. (*speaking*) Make a video of yourself talking about this product. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

Discuss a Book, a CD, a Product

Go to **www.amazon.com**

Choose a book or CD or any product. Read the item's description and reviews. (*reading*) Write a report about the item. Tell why you want to buy one or why it is interesting to you. Describe its features.

Now write a letter to someone recommending this product. (*writing*) Pretend you have to give a talk about this product. (*speaking*) Make a video of yourself talking about this product. Then watch the video and write

down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then choose another item and do this again.

Discuss any Subject

Go to http://simple.wikipedia.org/wiki/Main_Page

This website is written in simple English. Pick any subject and read the entry. (*reading*)

Write a short essay about the topic. (*writing*) Give a presentation about it. (*speaking*) Make a video of yourself giving the presentation. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Choose another topic and do this again.

Discuss any Event

Go to <http://news.google.com>

Google News has a variety of links. Pick one event and read the articles about it. (*reading*)

Write a short essay about the event. (*writing*) Give a presentation about it. (*speaking*) Make a video of yourself giving the presentation. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then choose another event and do this again.

Report the News

Listen to an English language news report on the radio or watch a news program on TV. (*listening*) Take notes as you listen. Write a summary of what you heard. (*writing*)

Pretend you are a news reporter. Use the information from your notes to report the news. (*speaking*) Make a video of yourself giving the presentation. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then listen to another news program and do this again.

Express an Opinion

Read a letter to the editor in the newspaper. (*reading*) Write a letter in response in which you say whether or not you agree with the opinion expressed in the first letter. Explain why. (*writing*)

Pretend you have to give a talk explaining your opinion. (*speaking*) Make a video of yourself giving yourself giving the talk. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then read another letter to the editor and do this again.

Review a Book or Movie

Read a book (*reading*) or watch a movie (*listening*). Think about your opinion of the book or movie. What did you like about it? What didn't you like about it? Who would you recommend it to and why? Pretend you are a book or movie reviewer for a newspaper or a website. Write a review of the book or movie with your opinion and recommendations. (*writing*)

Give an oral presentation about the book or movie. Explain what it is about and what your opinion of it is. (*speaking*) Make a video of yourself giving the presentation. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then read another book or watch another movie and do this again.

Summarize a TV Show

Watch a TV show in English. (*listening*) Take notes as you listen. After watching, write a summary of the show. (*writing*)

Use your notes to give an oral summary of the show. Explain the characters, setting, and plot. (*speaking*) Make a video of yourself speaking. Then watch the video and write down what you said. (*listening*) Correct any mistakes you made and record the presentation again. Then watch another TV show and do this again.

Using This Book

You can study the material in this book in many ways. You can study it in a class; you can study it by yourself starting with the first page and going all the way to the end; or you can study only those parts where you know you need extra help.

Here are some suggestions for getting the most out of *Barron's IELTS*.

- Look over the Table of Contents so you have an idea of what is in the book.
- Take a Model Test so you understand where you need more help.
- Become familiar with the directions for IELTS. Get to know what the task is. This will help you move quickly through the test.
- Study efficiently. If you don't have much time, only study where you need extra help.
- Use the strategies. These strategies will help you score well on IELTS.
- Use the explanatory answers. These answers will explain why an answer choice is wrong. For many of the items, the answers will only be approximate. Your answer need not match the one provided as a sample.
- Study a little every day. Don't fall behind. Keep at it.

Tips for Success

Listening Tips

- Make sure that you know what the question is asking.
- Practice listening for a full half-hour. Concentrate. Do not let your mind wander. Can you repeat main ideas and details from what you heard? Can you summarize what you heard?
- Use the time before each Listening section to underline key words in the question, such as *who*, *where*, *when*, and *what*.
- Mark your answers carefully. If you are asked to give a letter (A), don't put the phrase.
- Look out for speakers who correct themselves. Their second statement is the one that is usually asked for.
- Be careful not to make simple spelling mistakes. These will be penalized.
- Incomplete or shortened answers (i.e., times and dates) will be marked as incorrect.
- A variety of accents are used including British, Australian, and American. Practice listening to different native English speakers.
- Remember that answers that exceed word limits (even use of *a* or *the*) will be marked as incorrect.

Reading Tips

- Time management is key. Remember that you won't be given ten extra minutes of transfer time at the end of the Reading module as you are in the Listening module. Also, be prepared for the passages to get progressively more difficult and demand more of your time.

- You will have an hour to work on three reading passages, so you should plan to spend about 20 minutes on each one.
- Skimming and scanning are important comprehension skills. You must learn and practice these skills.
- Learn to analyze titles and headings and to predict paragraph subject matter from subtitles and topic sentences.
- Always read twice the section that is relevant to the question.
- Underline important parts as you read. Do this when you are practicing and when you are taking the test.
- If the instructions ask you to use no more than three words to complete an answer, do not write more than three words. You will lose points.
- Be careful not to confuse *True/False* with *Yes/No*. Many consider these to be the most difficult questions on the test. Practice them often so you will be confident during the test.

Writing Tips

- Don't underestimate the planning stage. It is very important to plan your writing carefully.
- Manage your time carefully. You should spend about 20 minutes on Task 1 and 40 minutes on Task 2. Leave about 5 minutes to proofread your work.
- Paraphrase the question in your introduction.
- Answer all parts of the question, and underline key points in it.
- Remember to indent your paragraphs.
- Learn the words and phrases used to link sentences and paragraphs.
- Add personal experiences and details whenever possible.
- Read as much and as often as you can so that you can become more familiar with the way writing is organized.
- Learn to look at your writing and estimate how many words it is. Don't waste precious time counting words.
- Write neatly and make your letters dark enough so that your writing can be easily read.
- Remember that you will be allowed to use a second sheet of paper if necessary.

Speaking Tips

- Imagine that the examiner is someone you know well.
- Practice introducing yourself and answering typical "getting to know you" questions.
- Don't waste preparation time writing out full sentences. Make notes of just your key ideas.
- Practice turning short notes into a short speech.
- Record your voice and listen to it.
- Practice giving opinions and supporting them with examples and details. You are being marked on your opinions and speaking abilities, not your knowledge.
- Pay attention to verb tenses. You may need to talk about the past, present, and future in the same topic.
- Ask the examiner to repeat or explain a question if the task is unclear.

Exam Day Tips

- Read all communication from the test center carefully. You may receive directions or advice on nearby hotels.
- Be early. Give yourself more than enough time to get to the test center. If you live far away, you may want to arrive the night before. Then you can relax without worrying about being late.
- Be comfortable. Don't wear clothes that don't fit or don't feel good.

- Don't take more than the necessary items with you to the testing center. The only things you will be allowed to take into the testing room are pencils and erasers (rubbers), your identification, and possibly a bottle of water. Everything else, including handbags, coats, jackets (even blazers or other jackets normally worn indoors), and cell (mobile) phones, will have to be left outside the testing room.
- You will have to bring identification with you to the testing site. The test administrators normally ask for a passport. You will be asked to arrive at the testing center at least 30 minutes ahead of time for check-in and identification check. Anyone who arrives late will not be admitted to the test.
- The Listening, Reading, and Writing parts of the test last about 3 hours altogether. You will have to remain in your seat in the testing room during this entire period of time, even if you finish the test early.
- You will be permitted to leave the room to go to the restroom if necessary. Raise your hand and quietly ask the person in charge for permission to leave the testing room. Do not disturb the other test-takers.
- The last part of the test is the Speaking part. It takes up to 20 minutes. This is a face-to-face interview, so each test-taker will be assigned a time for his or her interview. You probably won't know the time for your interview until the day of the test, so you need to be prepared to spend most of the day at the testing center.

4

LISTENING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Listening Tips
- Completing the Blanks

- **LISTENING SKILLS**

- Target 1—Making Assumptions
- Target 2—Understanding Numbers
- Target 3—Understanding the Alphabet
- Target 4—Listening for Descriptions
- Target 5—Listening for Time
- Target 6—Listening for Frequency
- Target 7—Listening for Similar Meanings
- Target 8—Listening for Emotions
- Target 9—Listening for an Explanation
- Target 10—Listening for Classifications
- Target 11—Listening for Comparisons and Contrasts
- Target 12—Listening for Negative Meaning
- Target 13—Listening for Chronology

QUICK STUDY

Overview

There are four sections to the Listening module. There are 40 questions altogether. The audio will last approximately 30 minutes.

During the test, you will be given time to read the questions *before* you hear the audio. As you listen, you should write your answers in your test booklet. Do not wait until the end. The answers in the audio follow the order of the questions. If you hesitate and think about one question, you may miss the next question. The audio keeps going.

At the end of each section, you will be given 30 seconds to check your answers. You will have an additional 10 minutes to transfer your answers from your test booklet to the official answer sheet. You must transfer your answers. If you don't transfer your answers, your answers will not be counted. If you don't transfer your answers, you will not receive a listening score.

The Listening modules are the same for both the Academic and the General Training versions of the IELTS.

Listening Module

Sections	Topics	Speakers
1	General, everyday topics	Conversation between two people
2	General, everyday topics	One person
3	School or training-related topics	Conversation between two or more people
4	School or training-related topics	One person

Question Types

There are a variety of question types on the IELTS Listening module. You will find examples of these types in this chapter.

Multiple-choice
Short answer
Sentence completion
Chart completion
Flowchart completion
Graphs
Tables

Making notes
Summarizing¹
Labeling² diagrams, plans, and maps
Classification
Matching
Selecting from a list

¹BRITISH: Summarising

²BRITISH: labelling

Listening Tips

These tips will help you improve your listening score.

1. Learn and understand the directions now. Use your time during the test to study the questions, not the directions.
2. Study the different types of questions. Be prepared for what the question might ask you to do. Be prepared to complete a sentence, check¹ a box, or choose a letter.
3. Take notes in your question booklet as you listen. You can circle possible answers and change your mind later when you transfer your answers to the answer sheet.
4. If you don't know an answer, guess.
5. Anytime you have a chance, study the next set of questions. Make assumptions about what you think you will hear.
6. When you make assumptions, ask yourself: *Who? What? When? Where? and How?*
7. The correct answer is often repeated, but the words will not be written exactly as they are heard. The test will use paraphrases and synonyms.
8. A lot of information given in the conversations and lectures is not tested. Try to listen only for answers to the questions.
9. Don't get stuck on a question. If you didn't hear the answer, go on.
10. The answers are given in order. For example, if you hear the answer to Question 10, but didn't hear the answer for Question 9, you missed Question 9. You will not hear the answer later. Guess the answer to Question 9 and move on.
11. Be sure to read the instructions you receive from the test center. Some test centers supply pencils; some ask you to bring your own. If you are given an IELTS pencil at the start of the exam, you will probably not be allowed to bring your own pen or pencil into the examining room. You could bring a number 2 pencil, a soft lead pencil, to make sure you have something to write with. You may have to leave it outside the test center, but it's better to have a pencil than not.
12. When you write a word in a blank, you must spell the word correctly. It doesn't matter if you use British or American spelling. It must be spelled correctly. You will get a lower score if you did not spell correctly.

Completing the Blanks

Number of Words and Spelling

Many IELTS test-takers do not correctly complete the blanks. Some test-takers use more than the suggested number of words, or they do not spell the answer correctly.

If you make these mistakes, you will lose points. Be careful when you complete blanks. You may know the correct answer, but if you don't spell it correctly or if you add additional words, you will get a lower score.

¹BRITISH: Tick a box

Number of Words

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a new cure/treatment.

Correct: The scientists discovered a cure.

The incorrect answer above counts as four words. Four words will count against you. You can use fewer than three words, but you cannot use more than three words. Do not use a slash.

Number of Words

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a new cancer treatment.

Correct: The scientists discovered a cancer treatment.

The incorrect answer above counts as four words. Four words will count against you. Use no more than three.

Spelling

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a cancer treament.

Correct: The scientists discovered a cancer treatment.

You must spell the words correctly. A misspelled word will count against you. You can use British or American spelling, but you must spell the word correctly.

You can practice your spelling by taking dictation. Listen to the audio in this book. Write down everything you hear. Check your spelling in the audio script in the back of this book.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 The shelves were filled with with fruits and fresh vegetables.

The shelves were filled with fruits and vegetables.

In the incorrect sentence, *with* is repeated, *fruits* is misspelled, the adjective *fresh* is not necessary to the statement, and there are five words instead of three.

- 2 Cynthia lives near to the train station.

Cynthia lives near

- 3 If you return a library book late, you must pay a fine of 25 cents¹ a day.

If you return a library book late, you must

- 4 Their trip was spoiled because of they had very bad weather.

Their trip was spoiled because of

¹US Currency: 100 cents in one dollar.

- 5 The fountain is in the center of the *beautiful, sunny roses garden*.
The fountain is in the center of the
- 6 Students *usually can to choose* the topic for their essay.
Students the topic for their essay.
- 7 *More or less ten thousand of* visitors come to the museum each year.
..... visitors come to the museum each year.
- 8 If you don't understand the assignment, you should *have to ask the professor* for help.
If you don't understand the assignment, you should for help.
- 9 Roberto was excited about *about taking a trip to Alaska*.
Roberto was excited about
- 10 Many northern song birds *spend the long witer* in Mexico.
Many northern song birds in Mexico.

Gender and Number

The words you write in a blank must match the tense, gender, and number of the rest of the sentence. Don't use a singular verb when a plural verb is required. Don't use a singular noun when a plural noun is required. Don't use a masculine pronoun to refer to a feminine or neutral antecedent. You may know the correct answer, but if you don't use correct grammar, you will get a lower score.

Verb Agreement

Incorrect: The scientists at the research hospital *is looking* for a cure.

Correct: The scientists at the research hospital *are looking* for a cure.

The incorrect answer above uses a singular verb *is*. A plural verb *are* refers to the plural subject *scientists*. The singular noun *hospital* is the object of the preposition *at*, not the subject of the sentence.

Singular/Plural Noun

Incorrect: They ordered five *shirt*.

Correct: They ordered five *shirts*.

The incorrect answer above uses a singular noun *shirt*. A plural noun *shirts* is needed because of the plural number *five*.

Pronoun Agreement

Incorrect: The patients have confidence *in his doctors*.

Correct: The patients have confidence *in their doctors*.

The incorrect answer above uses a singular pronoun *his*. A plural pronoun *their* refers to the plural subject *patients*.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 Unlike most other ducks, wood ducks ~~build their nest~~ ^{their} in trees.
Unlike most other ducks, wood ducks in trees.
- 2 The new compact laptop computer is very popular among ~~business traveler~~.
The new compact laptop computer is very popular among
- 3 Bananas grow in ~~in a tropicale climates~~.
Bananas grow in
- 4 Fruit ~~cost more~~ in the winter than in the summer.
Fruit in the winter than in the summer.
- 5 Mrs. Smith donated ~~his old close~~ to charity.
Mrs. Smith donated to charity.
- 6 Students in this class have to ~~must take two exam~~ this semester¹.
Students in this class have to this semester.
- 7 The college professor bought ~~new house~~.
The college professor bought
- 8 Mr. and Mrs. Rodgers ~~took his vacations~~² in August this year.
Mr. and Mrs. Rogers in August this year.
- 9 Every house ~~have a garden~~ in the back.
Every house in the back.
- 10 The female dragonfly ~~likes to lay their eggs~~ under water.
The female dragonfly under water.

Articles

When completing a blank, you must use an article—*a*, *an*, *the*—if grammar requires it. An article counts as one word, just like any other word you may put in a blank.

When referring to something in general, you can use a plural noun without an article, or you can use a singular noun with *a* or *an*. If you use a non-count noun, do not use an article when speaking in general.

- Incorrect: Child needs good nutrition to grow up healthy.
Correct: Children need good nutrition to grow up healthy.
Correct: A child needs good nutrition to grow up healthy.

When referring to specific people, places, or things, use *the* with a singular, plural, or non-count noun.

- Incorrect: Homework in this class ~~is~~ very time consuming.
Correct: The homework in this class is very time consuming.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 We have to complete ~~all assignment~~ in this class before the end of the semester.
We have to complete in this class before the end of the semester.

¹BRITISH: term

²BRITISH: holiday

- 2 A moth usually fly at night.
..... usually fly at night.
- 3 The professor showed us a butterfly. Butterfly had beautiful colors.
The professor showed us a butterfly. had beautiful colors.
- 4 The old library building is too small, and it needs many repairs. Therefore, the City Council is talking about building the new library.
The old library building is too small, and it needs many repairs. Therefore, the City Council is talking about building
- 5 The air pollution is a serious problem in many large cities around the world.
..... is a serious problem in many large cities around the world.
- 6 Animals living near the Arctic has special adaptations for the cold climate.
..... living near the Arctic has special adaptations for the cold climate.
- 7 Keep your ticket with you at all times. To get a discount at the museum gift shop, show a ticket to the gift shop clerk.
Keep your ticket with you at all times. To get a discount at the museum gift shop, show to the gift shop clerk.
- 8 An information in this book will help you pass the course.
..... in this book will help you pass the course.
- 9 The gold is a precious metal that is valued by people everywhere.
..... is a precious metal that is valued by people everywhere.
- 10 Poison arrow frog has very bright colors that scare away predators.
..... has very bright colors that scare away predators.

Gerunds, Infinitives, and Base Form Verbs

When you write a verb, you must use the correct form. The main verb of a sentence has a verb tense. Other verbs in a sentence might be in the gerund, infinitive, or base form.

Gerunds (verb + ing) can be used as the subject of a sentence. Gerunds follow certain verbs. They also follow prepositions.

Incorrect: Eat sweets can cause weight gain and other health problems.

Correct: Eating sweets can cause weight gain and other health problems.

Incorrect: Many tourists enjoy to visit the museum.

Correct: Many tourists enjoy visiting the museum.

Incorrect: They are interested in learn about history.

Correct: They are interested in learning about history.

Infinitives (to + verb) often follow adjectives. Infinitives also follow certain verbs.

Incorrect: In the Antarctic climate, it is important keeping warm.

Correct: In the Antarctic climate, it is important to keep warm.

Incorrect: He expected returning to school in the autumn.

Correct: He expected to return to school in the autumn.

Base form verbs *follow modals.*

Incorrect: You can to find information in the university library.

Correct: You can find information in the university library.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 We will finish read this novel before the end of the semester.
We will finish before the end of the semester.
- 2 He plans arrive in Chicago at 10:00.
He in Chicago at 10:00.
- 3 She should waiting for Jim at the health club.
She should at the health club.
- 4 All visitors must to have a ticket to enter the museum.
All visitors must to enter the museum.
- 5 Pay a deposit will secure the apartment for you.
..... will secure the apartment for you.
- 6 It's easier get reservations at the hotel during the winter season.
It's easier at the hotel during the winter season.
- 7 Marvin felt nervous about gave his report in front of the class.
Marvin felt nervous about in front of the class.
- 8 You cannot missing more than three classes during the semester.
You cannot three classes during the semester.
- 9 Sarah failed the class because she was confused about fulfills the lab requirement.
Sarah failed the class because she was confused about requirement.
- 10 They hoped saw beautiful gardens during their tour of the grounds.
They hoped during their tour of the grounds.

LISTENING SKILLS

Target 1—Making Assumptions

In order to understand a conversation, you should focus on two things: the speakers and the topic. To score well on the IELTS, you should determine what you know and what you need to know.

As you listen to a conversation, you must make some assumptions about the speakers.

Who are they?

What is their relationship?

Where are they?

What do they plan to do?

What did they do?

What are their feelings?

You must also make some assumptions about the topic.

What are they talking about?

What happened?

What might happen?

You want to know *who*, *what*, *when*, *where*, *why*, and *how*.

To help you make these assumptions, you should scan the questions in your Listening Test booklet quickly and ask yourself: *Who? What? When? Where? Why?* and *How?* By looking for the answers to these general questions, you will discover what you know and what you need to know.

You will have about 20 seconds to look over these questions. Use that time to make assumptions about the listening passage. Read the question first. Then read the exercise on "Assumptions" on the following page. Do the exercises. Finally, listen to the conversation and test your assumptions.

SECTION 1—Questions 1–10*Questions 1–5*

Complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Woodside Apartments¹
Tenant Application Form

EXAMPLE

Type of apartment requested: One bedroom

Last name² 1 _____ First name James

Address 1705 2 _____ Street, Apt. 3 _____

Phone: Home 721 - 0584 Work: 4 _____

Date of birth 5 _____ 12, 1978³

Questions 6–8

Choose three letters, **A–G**.

What features will James get with his apartment?

- A study
- B balcony
- C garage parking space⁴
- D storage space
- E exercise club
- F fireplace
- G washing machine

Questions 9–10

Complete the sentences. Write **NO MORE THAN THREE WORDS** for each answer.

- 9 The apartment will be ready next _____.
- 10 James will have to pay _____ of the first month's rent as a deposit.

¹BRITISH: flats

²BRITISH: surname

³BRITISH: day month year; AMERICAN: month day, year

⁴BRITISH: parking place

ASSUMPTIONS

Find the answers to: Who? What? When? Where? Why? and How?

- Who are the speakers?
- What are they talking about?
- When is something happening?
- Where is something happening?
- Why are they having a conversation?

We know this:

James wants to rent an apartment at the Woodside Apartments. He is a prospective tenant. The apartment is not ready yet. He will have to pay a deposit.

Answer these questions. Write **NO MORE THAN THREE WORDS** for each answer.

- Who: James
- What: renting an apartment
- When: Not ready
- Where: Woodside Apartments
- Why: apartment deposit

Circle the clues in Questions 1–10 that help you make these assumptions.

James wants to rent a one-bedroom apartment at the Woodside Apartments.

- How do we know his first name is James?
- How do we know he wants to rent?
- How do we know he wants a one-bedroom apartment?
- How do we know the name of the building?

He is a prospective tenant.

- How do we know he is a prospective tenant?

The apartment is not ready yet.

- How do we know the apartment is not ready?

He will have to pay a deposit.

- How do we know there is a deposit?

We don't know this:

Write the number in Questions 1–10 next to the question you have to answer.

- | | |
|---|----------------|
| What is James' last name? | Question _____ |
| What street does he live on? | Question _____ |
| What is his work telephone number? | Question _____ |
| What month was he born? | Question _____ |
| What features will he get with his apartment? | Question _____ |
| When will the apartment be ready? | Question _____ |
| How much is the deposit? | Question _____ |

Now listen to the conversation. Listen for the answers you don't know.

SECTION 2—Questions 11–20*Questions 11–13*

Complete the information about the museum. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Jamestown Museum of Art
Information for Visitors

Entrance Fees: Adults \$ **11** _____
Children \$ **12** _____
Entrance is free for senior citizens on **13** _____.

Hours

Tues–Thur 11:00 A.M.–5:00 P.M.

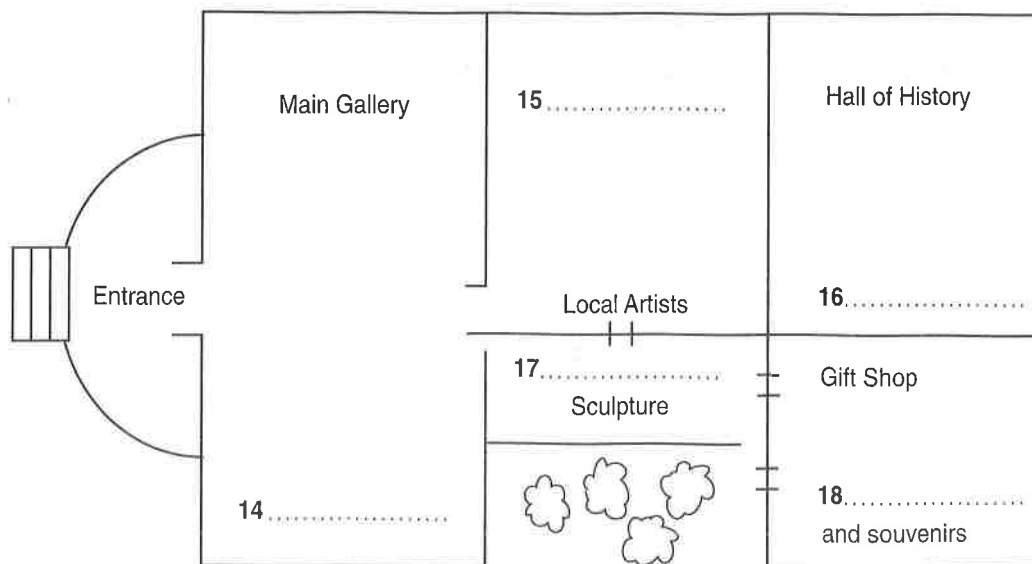
Fri 11:00 A.M.–7:00 P.M.

Sat–Sun 10:00 A.M.–6:00 P.M.

Mondays and holidays closed

Questions 14–18

Fill in the missing information on the map of the museum. Write **NO MORE THAN THREE WORDS** for each answer.

*Questions 19–20*

Complete the notice below. Write **NO MORE THAN THREE WORDS** for each answer.

Notice to museum visitors.

The following areas are restricted.

Hall of History: Closed for **19** _____. Will reopen in April.

20 _____: Museum staff offices. Employees only. All others must have an appointment.

ASSUMPTIONS

Find the answers to: Who? What? When? Where? and Why?

- Who are the speakers?
- What are they talking about?
- When is something happening?
- Where is something happening?
- Why are they having a conversation?

We know this:

The Jamestown Museum of Art has varied hours of operation, but it is closed on Monday and holidays. There are four galleries. One gallery has local art. The other has sculpture. There is a gift shop. The Hall of History will reopen in April. The Museum staff offices are open only by appointment to non-staff members.

Answer these questions. Write **NO MORE THAN THREE WORDS** for each answer.

- Who: _____
- What: _____
- When: _____
- Where: _____
- Why: _____

Circle the clues in Questions 11–20 that help you make these assumptions.

We do not know this: ✓

Write the number in Questions 11–20 next to the question you have to answer.

- | | |
|---|----------------|
| What is the admission price for adults? | Question _____ |
| What is the admission price for children? | Question _____ |
| When is there no admission fee for senior citizens? | Question _____ |
| What kind of art is in the Hall of History? | Question _____ |
| In which gallery is local art located? | Question _____ |
| What kind of art is in the Main Gallery? | Question _____ |
| In which gallery is sculpture located? | Question _____ |
| What besides souvenirs is sold in the gift shop? | Question _____ |
| Why is the Hall of History closed? | Question _____ |
| Where are the staff offices located? | Question _____ |

These questions are to help you focus your attention. No answers for them are provided in the Answer Key.

Now listen to the conversation. Listen for the answers you don't know.

Target 2—Understanding Numbers

Many of the questions on the IELTS Listening Module ask you to remember, identify, and/or write numbers that you hear. This is an easy skill to practice, but a difficult one to perfect.

EXAMPLE

You will see: *Write the number you hear.*
What is the flight number?

You will hear: Flight 33 leaves from Gate 13 Concourse C3.

Many numbers sound alike. Here are a few easily confused numbers.

3	13	30	33
4	14	40	44
6	16	60	66

Try to use the context to make a guess about what you are hearing. When you look over the questions to make assumptions about the topic, pay attention to those questions that ask for specific numbers. Listen carefully for those numbers.

CD1
TRACK
3

Questions 1–5

Listen for the numbers and answer the questions. Write a number in the blank or choose the correct letter, **A**, **B**, or **C**.

1

Credit Card Charge Form	
Card Holder:	Roger Wilcox
Address:	13 High Street
Card Number:

- 2 How many seats are there in the new theater?
- A** 200
B 250
C 500

3

Name	Phone
Roberts, Sherry

- 4 How much will the woman pay for the hotel room?
- A** \$255
B \$265
C \$315

CD
TR

CD
TRAC
5

5

Lost Luggage Report
 Passenger name: Richard Lyons
 Flight number:

CD1
TRACK
4**Questions 6–10**

Listen to these telephone numbers. Pay attention to the way three different speakers say the same number.

- 1 703–6588
- 2 744–1492
- 3 202–9983
- 4 671–4532
- 5 824–1561

Now write the numbers you hear.

- 6
- 7
- 8
- 9
- 10

Target 3—Understanding the Alphabet

Many of the questions on the IELTS Listening module ask you to remember, identify, and/or write letters of the alphabet that you hear. This is a good skill to practice for the test and for real life.

CD1
TRACK
5**EXAMPLE**

You will see: Write the name you hear.
 What is the person's name?

You will hear:

Speaker 1: Is your name spelled¹ L - i - n or L - y - n - n?

Speaker 2: Actually, it's Lynne with an e.

Questions 1–6

Circle the correct spelling of the name you hear.

- | | | |
|---|-------------|------------|
| 1 | Tomas | Thomas |
| 2 | Maine | Main |
| 3 | Patty | Patti |
| 4 | Roberts | Robertson |
| 5 | Springfield | Springvale |
| 6 | Nixon | Dixson |

¹BRITISH: spelt

Questions 7-12

Complete the statements. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for the answer.

7

Order Form

Name **A** *Green*
Credit Card Number **B**

8

Telephone Directory

Barney's Discount Store 673-0982
A Theater **B**

9

Hotel Serenity

Albert Street (Private Bag 91031)
Auckland 1, New Zealand
Tel: (9) 309-6445

Reservations

Name: *Roberta* **A**
Room number *304*
Price **B** £.....

10

Royale Theater
Ticket Order Form

Name: *Peter Park*
Address: *75* **A** *Street*
City: *Riverdale*
Seat number: **B**

11

Professor: Dr.¹ **A**
Office hours: T, Th 3:00-5:00
Office number: **B**

12

Addresses

W

Name: *Wild Flower Society*
Address: **A** *State Street*
City: **B**

¹BRITISH: No period after Dr

Target 4—Listening for Descriptions

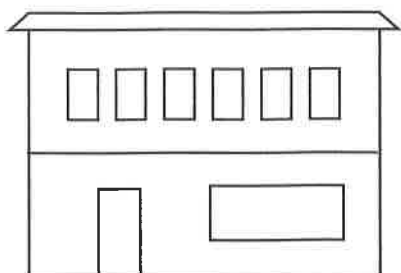
When you listen to a conversation or a lecture, you see in your mind what the speaker is discussing. If the speaker talks about a garden, you will see in your mind some plants, trees, and walkways. As the speaker continues and talks about a fountain in the garden, you will add a fountain in your mind's eye. You might think the fountain is made of cement, but the speaker describes one made of marble. You can change the image easily in your mind.

On the IELTS, you will have to listen to descriptions and match them to a drawing in your test booklet.

EXAMPLE

Look at the following houses. Write a short description of each.

A



B



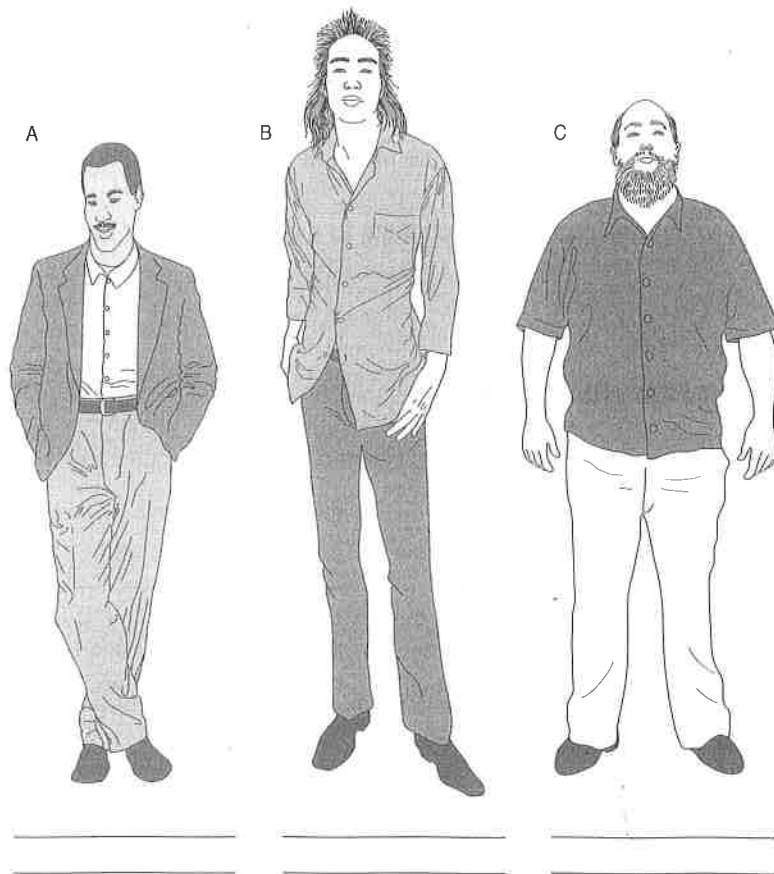
C



Now listen to the conversation. Where does the woman live? Choose the correct letter, **A**, **B**, or **C**.

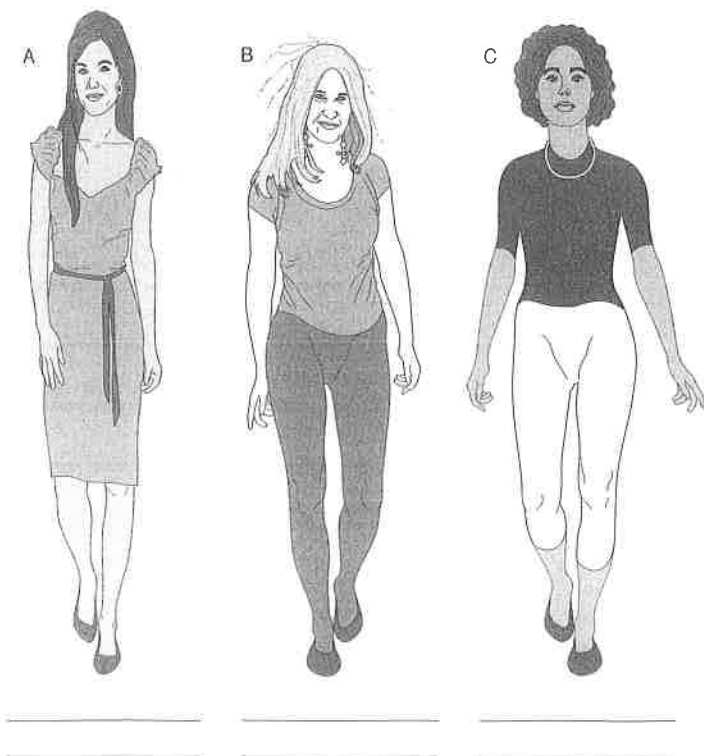
Questions 1–2

1 Look at the following men. Write a short description of each.



Now listen to the news bulletin. Choose the letter that matches the description **A**, **B**, or **C**.

2 Look at the following women. Write a short description of each.



Now listen to the conversation. Choose the letter that matches the description **A**, **B**, or **C**.

Target 5—Listening for Time

Listening for time is a very important skill. You must know when something happened. You must listen for a date, a day, a month, a year, or a time.

CD1
TRACK
8

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.



You will hear: The train was almost thirty minutes late. It didn't arrive until five o'clock.

Common Words and Phrases for Time

10:00 A.M. noon 5:00 P.M. Midnight	In January In February May 3 November 14	1912 1925 2005 2007	This week This month Next week Next month
At 4:00 Before 6:30 to 3:30 After 7:00 Half-past two Quarter-past three Quarter to four	March 5 of this year April 12 of next year	In the spring In the summer In the autumn ¹	On weekday mornings Any afternoon from 1:00
Sunday Monday Tuesday	On June 10th On August 3rd	Yesterday Tomorrow Day after tomorrow	

¹AMERICAN: Fall

TIME—QUESTIONS 1–6*Listen for the correct time.**Questions 1 and 2**Choose the correct letter, A, B, or C.*

- 1 What time does the class usually begin?

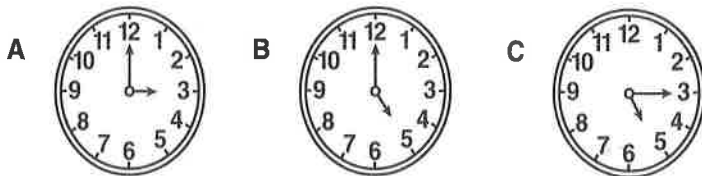
A 2:00
 B 2:30
 C 4:00

- 2 What time will the final exam begin?

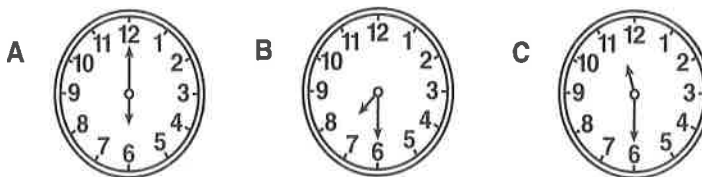
A 1:45
 B 3:15
 C 4:05

*Questions 3 and 4**Choose the correct letter, A, B, or C.*

- 3 What time will the next train leave for Chicago?



- 4 What time will it arrive in Chicago?

*Questions 5 and 6**Complete the schedule with the correct times.*

Cindy's Schedule

Monday	
9:00	Spanish class
11:30	haircut
5.....	lunch with Jeannine
1:30	job interview
6.....	exercise class

CD1
TRACK
9**DATE—QUESTIONS 1–6**

Most of the world writes the date as day/month/year (dd/mm/yy). Americans write month/day/year (mm/dd/yy).

American: May 15, 2010 April 23rd, 2009
International: 15 May 2010 23rd April 2009

Both forms are included in these exercises.

Listen for the correct date.

Questions 1 and 2

Complete these notes with the correct date and month.

Notes	
City Museum of Art	
Opened: August 1	1898
Opening celebration: 2	1, 1898

Questions 3 and 4

Complete the form with the correct month and date.

Insurance Application	
Applicant name: <u>Priscilla Katz</u>	Date of birth: 3 22
Spouse: <u>Georges Katz</u>	Date of birth: <u>July</u> 4

Questions 5 and 6

Choose the correct letter, A, B, or C.

- 5 Which is the most popular time to visit Silver Lake?
 - A August
 - B September
 - C October

- 6 What day will the man leave for Silver Lake?
 - A 7 November
 - B 11 November
 - C 17 November

CD1
TRACK
10**DAY—QUESTIONS 1–6***Listen for the correct day.***Questions 1 and 2***Complete the schedule with the correct days.*Class Schedule for Jim McDonald -

English: 1 and Wednesday

History: 2

Questions 3 and 4*Complete each sentence with the correct day.*

There are tennis lessons at the club every 3 and Saturday.

The steam room is closed every 4

Questions 5 and 6*Choose the correct letter, A, B, or C.*

5 When is the final exam?

A Thursday

B Friday

C Saturday

6 When is the essay due?

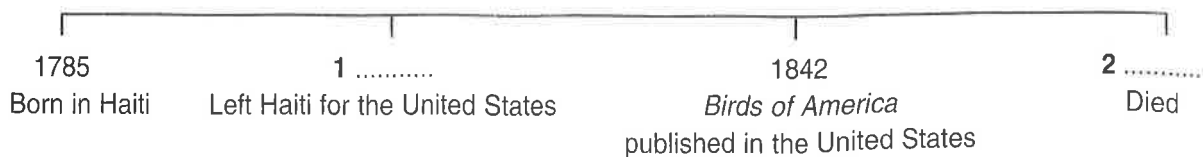
A Monday

B Tuesday

C Wednesday

CD1
TRACK
11**YEAR—QUESTIONS 1–6***Listen for the correct year.***Questions 1 and 2***Complete the time line with the correct year.*

Life of John James Audubon



*Questions 3 and 4**Choose the correct letter, A, B, or C.*

- 3 When was Maria Mahoney born?
 A 1808
 B 1908
 C 1928
- 4 When did she become governor?
 A 1867
 B 1957
 C 1967

*Questions 5 and 6**Complete the sentences with the correct years.*

- 5 Library construction was begun in
- 6 The construction was finished in

CD1
 TRACK
 12

SEASON—QUESTIONS 1–6*Listen for the correct season.**Questions 1 and 2**Complete the table with the correct seasons.*

Season	Weather
1	cool, rainy
2	hot, dry

*Questions 3 and 4**Choose the correct letter, A, B, or C.*

- 3 When did Josh begin his hiking trip?
 A Late winter
 B Early spring
 C Late spring
- 4 When did he finish his trip?
 A Late summer
 B Late autumn¹
 C Early winter

¹ AMERICAN: Fall or autumn

Questions 5 and 6

Complete the sentences with the correct years.

- 5 The busiest time of year at the language school is
- 6 The least busy time of year at the language school is

Target 6—Listening for Frequency

There are certain adverbs that tell you when something might happen. These two groups of adverbs will help you determine the time.

CD1
TRACK
13

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

Sam goes to the gym

(A) every day.

(B) often.

(C) occasionally.

You will hear: Sam works out at the gym several days a week.

Common Adverbs of Frequency	Common Adverbial Time Words or Phrases
always	every day daily
usually	twice a week
often	once a month
sometimes	on occasion
occasionally	every year, yearly
seldom	every other week
hardly ever	from time to time
rarely	once in a while
never	

Questions 1–6

Listen to the conversations. Put a check¹ (✓) by the frequency of the action.

	always	often	sometimes	seldom	never
1					
2					
3					
4					
5					
6					

¹BRITISH: tick

Questions 7–12

Listen to the conversations. Put a check (✓) by the frequency of the action.

CD1
TRACK
14

	daily	twice a week	once a month	every other week	from time to time
7					
8					
9					
10					
11					
12					

Target 7—Listening for Similar Meanings

CD1
TRACK
15

The words that you hear are not always the words that you see in your test booklet. You will have to listen for similar meanings. You could hear a synonym or you could hear a paraphrase.

EXAMPLE

You will see: Write the answer.

Who are the respondents?

You will hear: The survey participants who wrote answers to the questions are all college graduates.

Questions 1–6

Look at the underlined words or phrases in the questions below. Listen to the audio. Write the synonym or paraphrase that you hear.

- How many people are in the group?
- When is the work corrected?
- How fast is the population increasing?
- What happened to the plants in the region?
- When will the apartment be ready?
- What kind of work does the woman do?

Target 8—Listening for Emotions

Can you tell if someone is excited to do something or is not looking forward to something? While listening, try to determine a speaker's emotion. How is that emotion expressed?

CD1
TRACK
16

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

What is Mark's attitude toward the debate?

- A** He's nervous.
- B** He's looking forward to it.
- C** He's more excited than Jane.

You will hear: Jane: I can't wait to debate the team from Oxford.

Mark: I'm more apprehensive than excited. In fact, I'm not looking forward to it at all.

Common Words That Express Emotion

afraid	ecstatic	nervous
angry	embarrassed	pleased
annoyed	exhausted	proud
ashamed	frustrated	sad
bored	happy	shocked
confused	jealous	surprised
disappointed	mad	unhappy
disgusted	miserable	upset
		worried

Questions 1–6

Listen to the conversations and answer the questions about emotions.

- 1 How did local residents feel about the millionaire's donation?
 - A** angry
 - B** surprised
 - C** excited
- 2 How does the man feel about his science experiment?
 - A** frustrated
 - B** glad
 - C** eager
- 3 What confuses students?
 - A** foreign languages
 - B** language lab equipment
 - C** class assignments and tests

- 4 What is the man's attitude toward the contest?
 A He's upset.
 B He's disappointed.
 C He's indifferent.
- 5 How did people at the school feel about the mayor's visit?
 A They were surprised.
 B They were bored.
 C They were annoyed.
- 6 How does the woman feel about her research project?
 A nervous
 B bad
 C happy

Target 9—Listening for an Explanation

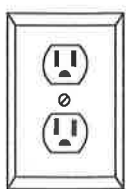
On the IELTS, a speaker may explain how something is done or made. You will have to listen and remember the steps of the process.

CD1
TRACK
17

EXAMPLE

You will see: *Match the letter in the diagram with one of these labels.*

- 1 _____ Electrical socket¹
- 2 _____ Metal loops of wires
- 3 _____ Cord
- 4 _____ Appliance
- 5 _____ Your toast is ready to eat!
- 6 _____ Plug



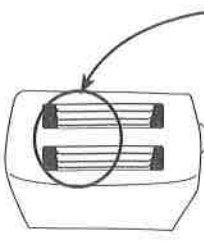
A



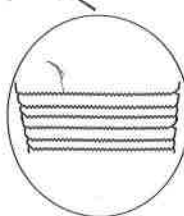
B



C



D



E



F

You will see: *Complete these sentences describing the process to make toast. Write NO MORE THAN THREE WORDS for each answer.*

- 7 Electricity runs from _____.
- 8 Electricity runs down _____.
- 9 Electricity runs to _____.
- 10 Electricity is slowed by _____.
- 11 When resistance to metal is high, metal will get _____.

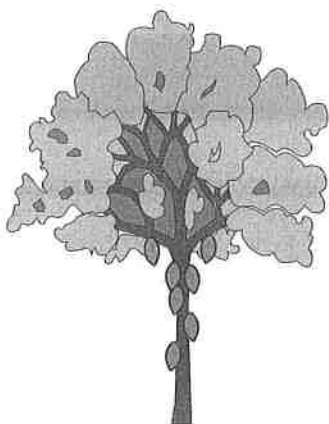
¹AMERICAN: outlet, also socket

- 12 The wires turn _____.
- 13 The bread _____.
- 14 You eat the _____.

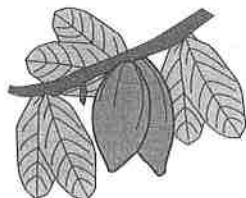
You will hear: How does a toaster brown your toast every morning? Like all household appliances that heat up, a toaster works by converting electrical energy into heat energy. The electrical current runs from the electrical outlet in your kitchen wall, through the toaster plug, to the toaster cord. It travels down the cord to the appliance itself. Inside the toaster are wire loops. The wires are made of a special type of metal. Electricity passes slowly through this metal, creating friction. This friction causes the wires to heat up and glow orange. When the wires have sufficiently heated, your toast pops ready to eat.

Questions 1–12

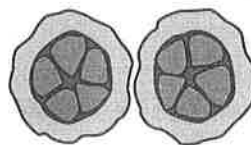
Label the process diagram below based on what you hear.



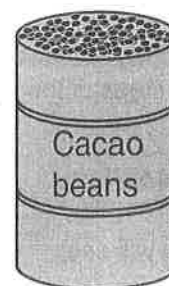
1 _____



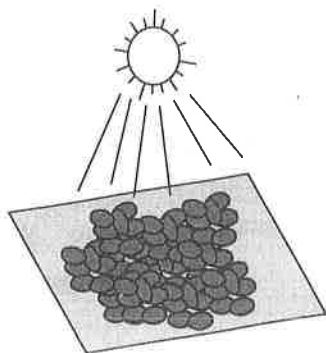
2 _____



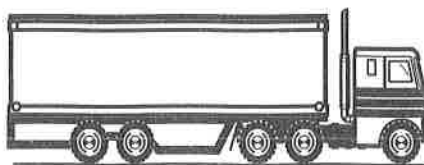
3 _____



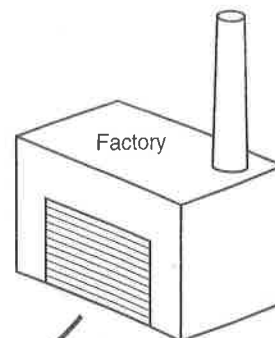
4 _____



5 _____



6 _____



Complete the sentences. Write NO MORE THAN THREE WORDS for each answer.

- 7 When the fruit is ripe, it _____.
- 8 Then the seeds _____.
- 9 The cocoa¹ beans are fermented in vats for _____.
- 10 Then the beans _____ in the sun.
- 11 The cocoa beans _____ the factory.
- 12 At the factory, the cacao beans are turned into _____.

¹Cacao refers to the tree. Cocoa is the drink. Cocoa is often used for both the tree and the beverage.

Target 10—Listening for Classifications

You will have to group similar objects or ideas on the IELTS Listening section. You will have to determine how to classify objects or ideas.

CD1
TRACK
18

EXAMPLE

You will see: *When would these courses most likely be offered? Write them under the appropriate program¹ below.*

Project Management
History of Africa
The Art of Negotiating
Creativity in the Workplace

Literature of the 21st Century
Labor² Negotiations
International Relations
Introduction to Philosophy

Course Offerings

1 Program	2
Introduction to Art	Organizational ³ Behavior
Basic Chemistry	Commercial Law
Beginning Spanish	Compensation and Benefits
.....
.....
.....
.....

You will hear: The school offers two types of courses. One during the day is designed for students who are pursuing their academic degree full time. The night courses are designed for students who work during the day and are taking specific courses for an advanced business certificate.

These words and phrases are often used when classifying something.

Classification Words and Phrases

Can be divided into Can be categorized ⁴ as Can fit into this category	Types Kinds Ways
---	------------------------

¹BRITISH: programme

²BRITISH: labour

³BRITISH: organisational

⁴BRITISH: categorised

Questions 1–5

Complete the classifications below based on what you hear.

- 1 Which of the following are offered to first-class passengers only? Choose three letters, **A–E**.

- A** pillows and blankets
B snacks
C full meals
D magazines
E free movies

- 2 Complete the chart. Write **ONE WORD** for each answer.

Royal Theater	Deluxe Theater
War films	B films
A films	Classic films

- 3 Complete the chart. Write **ONE WORD** for each answer.

	A	B
Time to fly	Day	Night
Wing position	Folded back	Horizontal
Antennae	Thin	Feathery

- 4 Check the things that the woman has already done to get ready for the party.

To Do List	
A	Clean house ____
B	Cook ____
C	Go shopping ____
D	Plan decorations ____
E	Mail invitations ____

- 5 Complete the chart. Write **NO MORE THAN THREE WORDS** for each answer.

Tree Type	Description
A	Beautiful flowers, interesting leaves
B	Tall, broad leaves
C	Cones, needles

Target 11—Listening for Comparisons and Contrasts

Speakers often compare or contrast objects or ideas to help describe something. On the IELTS Listening section, you will have to determine what is being compared and what is being contrasted.

CD1
TRACK
19

EXAMPLE

You will see: Put a check (✓) to show if these items are alike or different.

	Same	Different
A Nationality		
B Sex		
C Age		
D Given name		
E Present occupation		
F Future occupation		
G Sports		
H Love of dancing		

You will hear:

Speaker 1: I've been corresponding by letter with a French student.

Speaker 2: In English? You don't speak French, do you?

Speaker 1: No, unfortunately, but she writes English well. We have a lot in common.

Speaker 2: Like what, your age?

Speaker 1: Well, I'm actually about two years older than she is. But we do have the same first name.

Speaker 2: And you're both students.

Speaker 1: Yes, and we both are studying to be doctors, although she wants to be a pediatrician¹, and I want to be a neurosurgeon.

Speaker 2: It seems the only similarities are your sex and your given name.

Speaker 1: Well, we both like to swim. She likes to dance, too, but you know how little I like dancing.

These words and phrases are often used with comparison and contrast.

Comparison		Contrast	
almost the same as	in common	although	more than
also	just as	but	nevertheless
as	like, alike	differ from	on the other hand
at the same time as	neither/nor	different from	otherwise
correspondingly	resemble	even though	still
either/or	similar to	however	unlike
in a like manner	similarly	in contrast to	while
in the same way	than	instead	yet
		less than	

¹BRITISH: paediatrician

Questions 1–4

Complete the chart below based on what you hear.

Put a check (✓) to show if these items are alike or different.

1 Jobs

	Alike	Different
A Salary		
B Schedule		
C Responsibilities		
D Location		
E Transportation		

2 Libraries

	Alike	Different
A Location		
B Size		
C Parking facilities		
D Number of books		
E Services		

3 Club Memberships

	Alike	Different
A Cost		
B Use of club facilities		
C Access to fitness classes		
D Locker room privileges		
E Individual fitness plan		

4 Frogs and Toads

	Alike	Different
A Place for babies to live		
B Place for adults to live		
C Type of skin		
D Shape		
E Way to make sounds		

Target 12—Listening for Negative Meaning

On the IELTS, you may have to determine whether a statement is positive or negative. Listen to the statement carefully to determine whether the sense of the statement is positive or negative.

CD1
TRACK
20

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

What does the woman say about the book?

- A** She couldn't read it.
- B** She was able to read it.
- C** She enjoyed reading it.

You will hear: It was a very dense book, but it wasn't impossible to read.

A negative prefix can contradict the word it joins. This usually results in a negative meaning. For example, *unfriendly* contradicts *friendly* and has the negative meaning *not friendly*. But when a negative meaning is added to a negative word, the resulting meaning can be positive. For example, *unselfish* contradicts *selfish* and has the positive meaning *not selfish*.

You can also put a negative word before a verb or clause to change the meaning of the sentence.

These are common negative markers.

Before verbs/clauses	Before nouns/phrases	Negative prefixes	Positive meanings from negative prefixes	
not isn't/can't/won't/shouldn't/ couldn't/hasn't/mustn't	no nowhere nothing	un im il in non	undone impossible illegal indefinite nonsense	unlimited unparalleled invaluable nonrestrictive nonviolent
rarely/only rarely hardly scarcely seldom never barely not since not until and neither	at no time not at this time in no case by no means			

Common Words and Phrases That Indicate Chronological Order

before	at birth, in childhood, in infancy, as an adult,
after	in adulthood, in old age
while	simultaneously, at the same time as
during	former, latter
between _____ and _____	previous
in (year)	previously
on (day)	prior to
at (time)	first, second, third, etc.
since _____	in the first place, second place
later	to begin with
earlier	next, then, subsequently
formerly	in the next place
every (number) (years, months, days)	at last
at the turn of the century (decade)	in conclusion
in the first half of the century	finally
in the 20s, 1980s, . . .	

Questions 1–5

Listen to the audio and put these actions in the correct chronological order. Write **1** for the first action, **2** for the second, and so forth.

1

- _____ Fill in application
- _____ Submit application
- _____ Get references
- _____ Pay a deposit
- _____ Receive notification of apartment
- _____ Sign lease

2

- _____ Leopold Mozart published a book.
- _____ Wolfgang Mozart began to compose music.
- _____ Leopold began taking Wolfgang on tours of Europe.
- _____ Wolfgang Mozart settled in Vienna.
- _____ Wolfgang's mother died.

3

- _____ Left home
- _____ Had picnic
- _____ Made sandwiches
- _____ Went swimming
- _____ Checked into motel

4

- _____ Find partner
- _____ Choose topic
- _____ Get professor's approval
- _____ Design research
- _____ Start research

5

- _____ Walk through rose garden
- _____ Show tickets
- _____ View pond area
- _____ Visit greenhouse
- _____ Photograph butterfly garden



5

READING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Reading Tips

- **READING SKILLS**

- Target 1—Using the First Paragraph to Make Predictions
- Target 2—Using the Topic Sentence to Make Predictions
- Target 3—Looking for Specific Details
- Target 4—Analyzing the Questions and Answers
- Target 5—Identifying the Tasks

QUICK STUDY

Overview

The Reading module lasts 60 minutes. The reading passages and the questions will be given to you in a Question Booklet. You can write in the Question Booklet, but you can't take it from the room.

You will write your answers on the Answer Sheet. Unlike in the Listening module, you will have no time to transfer your answers. You will have only 60 minutes to read the passages, answer the questions, and mark your answers.

The Reading modules on the Academic and the General Training versions of the IELTS are different.

Reading Module: Academic Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	General interest topics written for a general audience	Journals, magazines, books, newspapers

Reading Module: General Training Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	Basic social English Training topics General interest	Notices, flyers, timetables, documents, newspaper articles, instructions, manuals

Question Types

There are many types of questions used in the Reading module. You should be familiar with these types.

Multiple-choice questions
Short-answer questions
Completing sentences
Completing notes, summary, tables, flowcharts
Labeling a diagram
Choosing headings for paragraphs or sections of a text

Locating information
Identifying points of view
Identifying writer's claims
Classifying information
Matching lists or phrases

You will have a chance to practice the tasks of these different question types in Target 5.

Reading Tips

BEFORE YOU TAKE THE TEST

1. Read as much as you can in English.
2. Read a variety of topics from a variety of sources, for example, tourist information brochures, government reports, scientific research reports, health and safety brochures, newspapers, news and special interest magazines, information from colleges and universities.
3. Keep a notebook of the words you learn.
4. Try to write these words in a sentence. Try to put these sentences into a paragraph.
5. Learn words in context—not from a word list. Don't be afraid to guess meanings.
6. Know the types of questions found on the IELTS.
7. Know the type of information asked about on the IELTS.
8. Know how to make predictions.
9. Know how to skim and scan, to look quickly for information.

DURING THE TEST

1. Read the title and any headings first. Make predictions about the topic.
2. Look over the questions quickly. Make predictions about content and organization.
3. Read the passage at a normal speed. Don't get stuck on parts or words you don't understand.
4. When you answer the questions, don't spend too much time on the ones you don't feel sure about. Make a guess and go on.
5. After you have answered all the questions, you can go back and check the ones you aren't sure about.
6. Don't spend more than 20 minutes on each passage.
7. The last passage is longer and more complex than the first two, so remember to save time for it.
8. Be sure to write your answers on the answer sheet before the 60 minutes are up. You will NOT have extra time to transfer your answers.

READING SKILLS

In order to understand a reading passage, you need to understand the context of a passage. You need to have a clue about the topic. When you pick up a paper to read, you scan the headlines and choose an article that interests you. The clues in the newspaper (headlines, graphics, photos, captions) catch your eye and give you a context.

A passage on the IELTS is given to you; you did not choose to read it. There are few clues. You do not know what it is about. It may or may not interest you. Yet in order to understand it, you need some clues to help you understand the passage. Without the clues, you will not understand it very well. To score well on the IELTS, you should determine what you know and what you need to know.

When you look at a passage, you must make some predictions about the passage.

What is the passage about?

What is the main idea?

Who are the characters?

When are things taking place?

Where is it happening?

Why is it important?

You want to know *who*, *what*, *when*, *where*, and *why*.

In this section you will learn how the following can give you the answers to: *Who? What? When? Where?* and *Why?*

- Using the first paragraph
- Using the topic sentences
- Using specific details
- Using the questions and answers

Target 1—Using the First Paragraph to Make Predictions

The first paragraph of a passage can help you make predictions about the context of a passage.

The first paragraph often contains

- the topic sentence (a summary of the main idea of the passage)
- a definition of the topic
- the author's opinion
- clues to the organization of the passage

If you understand the first paragraph, you will understand the topic, the author's opinion (if any), and where to look for information within the passage.

Read this first paragraph of a passage on the illness, obsessive-compulsive disorder.

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors¹ such as counting silently or washing their hands. Though OCD sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral¹ patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCD delay seeking treatment because they are ashamed of their own thoughts and behavior.

Topic Sentence

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

Definition of Topic

People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors.

Author's Opinion

None given.

¹BRITISH: Behaviour/behavioural

Organizational Clues

The author may discuss

- Obsessive behavior,
- Stress of sufferers, and/or
- Treatment.

PRACTICE 1

Read these introductory paragraphs of other passages. Make predictions about the topics using these first paragraphs.

- 1 The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires. As plant matter dries out, it becomes brittle and highly flammable. In this way, many wildfires are seasonal, ignited by natural causes, most specifically lightning. However, human carelessness and vandalism also account for thousands of wildfires around the globe each year. To gain a clear understanding of how wildfires spread, it is necessary to analyze what it takes to both create and control these fires.
- 2 The term “bird brain” has long been a common means of expressing doubts about a person’s intelligence. In reality, birds may actually be a great deal more intelligent than humans have given them credit for. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size. Now scientists understand that birds actually use a different part of their brain, the hyperstriatum, for intelligence. Observations of different species of birds, both in the wild and in captivity, have shown a great deal of evidence of high levels of avian intelligence.
- 3 In 1834, a little girl was born in New Bedford, Massachusetts. She would grow up to become one of the richest women in the world. Her name was Hetty Green, but she was known to many as the Witch of Wall Street.

Target 2—Using the Topic Sentence to Make Predictions

Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph is about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Read the second paragraph of the passage on OCD. The first sentence happens to be the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

PRACTICE 2

Read these paragraphs. Underline the topic sentence. Ask one or two questions about the topic sentence.

- 1 To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCD sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.
- 2 OCD symptoms generally begin between the ages of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.
- 3 Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Target 3—Looking for Specific Details

When you read, you first want to know the general idea. Next you read for specific ideas. The author supplies specific details to support his or her ideas. Knowing where to look for these supporting statements will help you answer questions on the IELTS.

When you identified the topic sentences in Practice 2, you found the general idea of the paragraph. When you asked your questions about the topic sentence, you expected the specific details would be the answers.

Read the second paragraph of a passage. The specific details follow the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

Supporting Details

Fear of dirt and contamination

The obsession with orderliness and symmetry

Persistent doubts

Impulses

PRACTICE 3

Read the three paragraphs from Practice 2 again. Pay attention to the topic sentence. Underline the details that support the topic sentence.

Target 4—Analyzing the Questions and Answers

You made predictions about the content based on the first paragraph, the topic sentences, and the specific details. Now let's look at how the questions or statements in your Reading test booklet can help you narrow these predictions and choose the correct answer.

To help you answer the questions in your Reading test booklet, take a few seconds to look over the questions or statements. Sometimes the questions are before the passage; sometimes they come after the passage. Ask yourself: *Who? What? When? Where? and Why?* By looking for the answers to these general

the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

OCD symptoms generally begin between the ages of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Because OCD sufferers tend to be so secretive about their symptoms, they often put off treatment for many years. The average OCD sufferer waits about 17 years before receiving medical attention. As with many anxiety disorders, early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives. Most treatment plans for OCD involve a combination of medication and psychotherapy. Both cognitive and behavioral therapies are used to teach patients about their disorder and work through the anxiety. Serotonin reuptake inhibitors are prescribed to increase the brain's concentration of serotonin. This medication successfully reduces the symptoms in many OCD sufferers in a short amount of time. For cases when OCD is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed.

Target 5—Identifying the Tasks

There are many types of questions on the IELTS Reading test. It is important to know what the question is asking you to do.

Question types:

- Multiple-choice questions
- Short-answer questions
- Completing sentences
- Completing notes, summary, tables, flowcharts
- Labeling a diagram
- Choosing headings for paragraphs or sections of a text
- Choosing three or four answers from a list
- Yes, No, True, False, or Not Given questions
- Classifying information
- Matching lists or phrases

The questions for the practice reading passages on pages 63–64 are labeled. Be familiar with the question types so you can quickly complete the task and answer the question correctly.

PRACTICE 5**READING PASSAGE 1**

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Zulu Beadwork

The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s. KwaZulu translates to mean "Place of Heaven." "Natal" was the name the Portuguese explorers gave this region when they arrived in 1497. At that time, only a few Zulu clans occupied the area. By the late 1700s, the AmaZulu clan, meaning "People of Heaven," constituted a significant nation. Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom. The Zulu people are known around the world for their elaborate glass beadwork, which they wear not only in their traditional costumes but as part of their everyday apparel. It is possible to learn much about the culture of the Zulu clan through their beadwork.

The glass bead trade in the province of KwaZulu-Natal is believed to be a fairly recent industry. In 1824, an Englishman named Henry Francis Fynn brought glass beads to the region to sell to the African people. Though the British are not considered the first to introduce glass beads, they were a main source through which the Zulu people could access the merchandise they needed. Glass beads had already been manufactured by the Egyptians centuries earlier around the same time when glass was discovered. Some research points to the idea that Egyptians tried to fool South Africans with glass by passing it off as jewels similar in value to gold or ivory. Phoenician mariners brought cargoes of these beads to Africa along with other wares. Before the Europeans arrived, many Arab traders brought glass beads down to the southern countries via camelback. During colonization¹, the Europeans facilitated and monopolized² the glass bead market, and the Zulu nation became even more closely tied to this art form.

The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society. In the African tradition, kings were known to wear beaded regalia so heavy that they required the help of attendants to get out of their thrones. Zulu beadwork is involved in every realm of society, from religion and politics to family and marriage. Among the Zulu women, the craft of beadwork is used as an educational tool as well as a source of recreation and fashion. Personal adornment items include jewelry, skirts, neckbands, and aprons. Besides clothing and accessories, there are many other beaded objects in the Zulu culture, such as bead-covered gourds, which are carried around by women who are having fertility problems. Most importantly, however, Zulu beadwork is a source of communication. In the Zulu tradition, beads are a part of the language with certain words and symbols that can be easily read. A finished product is considered by many artists and collectors to be extremely poetic.

The code behind Zulu beadwork is relatively basic and extremely resistant to change. A simple triangle is the geometric shape used in almost all beaded items. A triangle with the apex pointing downward signifies an unmarried man, while one with the tip pointing upward

¹BRITISH: colonisation

²BRITISH: monopolised

is worn by an unmarried woman. Married women wear items with two triangles that form a diamond shape, and married men signify their marital status with two triangles that form an hourglass shape. Colors are also significant, though slightly more complicated since each color can have a negative and a positive meaning. Educated by their older sisters, young Zulu girls quickly learn how to send the appropriate messages to a courting male. Similarly, males learn how to interpret the messages and how to wear certain beads that express their interest in marriage.

The codes of the beads are so strong that cultural analysts fear that the beadwork tradition could prevent the Zulu people from progressing technologically and economically. Socio-economic data shows that the more a culture resists change the more risk there is in a value system falling apart. Though traditional beadwork still holds a serious place in Zulu culture, the decorative art form is often modified for tourists, with popular items such as the beaded fertility doll.

MATCHING

Questions 1–3

Match each definition in List A with the term it defines in List B.

Write the correct letter **A–E** in boxes 1–3 on your answer sheet. There are more terms than definitions, so you will not use them all.

List A Definitions

- 1 It means *Place of Heaven*.
- 2 It is the Portuguese name for southern Africa.
- 3 It means *People of Heaven*.

List B Terms

- A Phoenician
- B Natal
- C AmaZulu
- D Explorer
- E KwaZulu

SHORT-ANSWER QUESTIONS

Questions 4–6

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 4–6 on your answer sheet.

- 4 Which country does the Zulu clan reside in?
- 5 When did the Portuguese arrive in KwaZulu-Natal?
- 6 How many members of the Zulu kingdom are there?

TRUE-FALSE-NOT GIVEN QUESTIONS

Questions 7–11

Do the following statements agree with the information given in the passage? In boxes 7–11 on your answer sheet, write

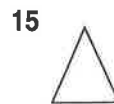
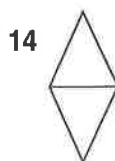
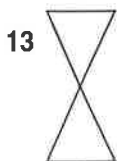
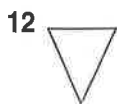
- TRUE** if the statement is true according to the passage
FALSE if the statement contradicts the passage
NOT GIVEN if there is no information about this in the passage

- 7 The British were the first people to sell glass beads in Africa.
 8 Henry Frances Flynn made a lot of money selling glass beads to the Zulu people.
 9 The Zulu people believed that glass beads were precious stones.
 10 The Zulu people use glass beads in many aspects of their daily lives.
 11 Zulu women believe that bead-covered gourds can help them have babies.

LABELING A DIAGRAM

Label the diagram below. Choose one or two words from the reading passage for each answer. Write your answers in boxes 12–15 on your answer sheet.

Zulu Beadwork Code



READING PASSAGE 2

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

CHOOSING HEADINGS

Questions 1–5

The following reading passage has five sections, **A–E**.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number **i–viii** in boxes 1–5 on your answer sheet. There are more headings than sections, so you will not use them all.

COMPLETING A SUMMARY

Questions 9–12

Complete the summary using words from the box below.

Write your answers in boxes 9–12 on your Answer Sheet. There are more answers than spaces, so you will not use them all.

It is a common **9** that only men suffer from colorblindness. On average **10** than ten percent of men have this problem. Women have two **11** For this reason it is **12** for a woman to suffer from colorblindness.

myth	a little less
X chromosomes	defective genes
fact	slightly more
exactly	less likely
more probable	

READING PASSAGE 3

Read the passage and answer the questions. Use your predicting skills. Note the type of question.

Antarctic Penguins

Though penguins are assumed to be native to the South Pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo, and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides these four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermoregulation system and a survival sense that allows them to live comfortably both on the ice and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising," in which they leap up for a quick breath while swiftly moving forward. Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating to the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their flippers out away from their bodies.

CLASSIFYING INFORMATION

Questions 1–5

Classify the following facts as applying to

- A** Antarctic penguins
- B** Temperate-zone penguins

Write the appropriate letter, **A** or **B**, in boxes 1–5 on your answer sheet.

- 1 stand in large groups to keep warm
- 2 spend about three-quarters of their time in the water
- 3 have feathers that keep cold water away from their skin
- 4 have areas of skin without feathers
- 5 have less blubber

TEST TIP

Think of alternate ways to represent numbers and symbols (e.g., 75 percent—three-quarters).

COMPLETING SENTENCES*Questions 6–9*

Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6–9 on your Answer Sheet. Write **NO MORE THAN THREE WORDS** for each answer.

- 6 Most penguins use to build their nests.
- 7 While the male Emperor penguin takes care of the egg, the female goes away to
- 8 A is a piece of skin that the male Emperor penguin uses to protect the egg.
- 9 Penguins protect their feet from the cold of the ice by resting on their

TEST TIP

Remember to spell correctly.
Copy spelling from the passage or questions when possible.

CHOOSING ANSWERS FROM A LIST*Questions 10–13*

The article mentions many facts about penguins.

Which four of the following features are things that enable them to survive in very cold water?

Write the appropriate letters **A–H** in boxes 10–13 on your Answer Sheet.

- A They move through the water very quickly.
- B They hold their flippers away from their bodies.
- C They choose shady areas.
- D When necessary, their blood moves away from the flippers and toward the heart.
- E They breathe while still moving.
- F The blood vessels in their skin dilate.
- G They waddle and slide.
- H Their feathers hold in a layer of air near the skin.

6



WRITING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Writing Tips

- **WRITING SKILLS**

- Responding to the Task**

- Target 1—Writing for a Specific Audience
 - Target 2—Completing the Task
 - Target 3—Determining the Task

- Coherence and Cohesion**

- Target 4—Developing a Thesis Statement
 - Target 5—Organizing Your Writing
 - Target 6—Writing the Introduction
 - Target 7—Writing a Paragraph
 - Target 8—Stating Your Opinion
 - Target 9—Writing the Conclusion

- Lexical Resource**

- Target 10—Transition: Connecting and Linking
 - Target 11—Synonyms
 - Target 12—Writing with Variety

- Grammatical Range and Accuracy**

- Target 13—Pronouns
 - Target 14—Parallel Structures
 - Target 15—Coherence
 - Target 16—Sentence Types
 - Target 17—Voice

- Revision**

- Target 18—Using a Revision Checklist
 - Target 19—Checking the Spelling
 - Target 20—Checking the Punctuation

PRACTICE 1

Put a check (✓) to indicate the style you might use in each case. One or more styles may be possible.

Purpose/Reader	Academic	Informal	Neutral	Formal
1. a letter of complaint to the mayor of your town				
2. some suggestions to your friend for his vacation				
3. an article for a professional journal				
4. an e-mail inviting your cousin to visit				
5. a letter to a hotel manager about a problem with your bill				
6. a notice reminding students not to use the faculty parking lot				
7. your opinion on how money should be spent in public schools				
8. an e-mail to your parents' friends asking to stay at their house				
9. a letter to a company inquiring about possible positions				
10. a description of a new computer for a technical magazine				
11. an explanation of the advantages and disadvantages of cell (mobile) phones				
12. a report on the effects of TV on society				

PRACTICE 2

Each of the following passages is written in a different style. In each passage, circle the correct words to match the indicated style.

Academic

It has been proven in (1) *numerous/many* studies that television has (2) *bad/negative* effects on academic achievement. A recent study by National University recorded the television viewing habits of primary school children. (3) *They found/It was found* that children watching two hours or less of television a day had higher grades in school than their peers. Children (4) *who/that* watched more than three hours of television a day tended to do poorly in school. The type of television programs viewed also affected children's performance in school. Viewing educational programs correlated with higher academic achievement, while viewing programs (5) *that/which* showed violence correlated with lower academic achievement. (6) *So/Therefore*, it can be concluded that television influences children's school performance.

Informal

Dear Lee,

I'm so happy about your visit. I (7) *can't wait/am eager* to see you. I have planned a lot of things for us to do while (8) *you are/you're* here. We'll have (9) *lots/a great deal* of fun. (10) *First/Firstly*, there's a party at my

friend's house the day after you get here. Then we'll go horseback riding the next day, if you like that. (11) *On the other hand/Or*, we can go bike riding instead. It's up to you. There are also some good movies in town we can see. There's so much to do, we'll be busy every day from the time we (12) *awaken/get up* until the time we go to bed. I hope you weren't planning to rest too much! See you soon.

Your cousin,
Maya

Neutral

Dear Mr. and Mrs. Smith,

First, (13) *I'd/I would* like to thank you for letting me stay at your (14) *residence/house* last week. I also hope you will accept my sincere apologies for the trouble I caused. I am very sorry I broke your vase. That was out of line. People (15) *whom/who* you invite to your house should treat your things with respect. (16) *You don't/One doesn't* normally expect guests to break things. I am prepared to (17) *pay you back/reimburse you* for the vase I broke. Please let me know the cost, and I will send you a check right away.

Sincerely,
Joe Thornton

Formal

Cell phones are widely used these days. In fact, statistics show that close to 85% of the urban population uses cell phones on a regular basis (18) *!/. Certainly*, cell phones have many advantages, but there are disadvantages as well. One disadvantage is cost. Eager (19) *salespeople/salesmen* get customers to sign up for plans that they (20) *can't/cannot* afford. The customer who suddenly finds (21) *their/his or her* cell phone unexpectedly disconnected because of unpaid bills is certainly at a disadvantage.

Target 2—Completing the Task

It is very important that you do the task completely. For each task, you will be given a limited amount of time and a minimum number of words. Do not spend more than the given time, and do not write fewer than the minimum number of words. You can write more words, but be careful that you work within the time limit.

These are the instruction lines for each task.

Task 1

- You should spend about 20 minutes on this task.
- You should write at least 150 words.

Task 2

- You should spend about 40 minutes on this task.
- You should write at least 250 words.



PRACTICE

Complete this table.

	Time	Words
Task 1		
Task 2		

Target 3—Determining the Task

You must complete a task. Do not forget any of the parts of the task. You may have to describe the main features of a chart or graph, describe a process, describe a problem and solution, give an invitation, describe the advantages and disadvantages of an issue, or explain your opinion.

Read the following tasks and answer the questions.

ACADEMIC TASK 1

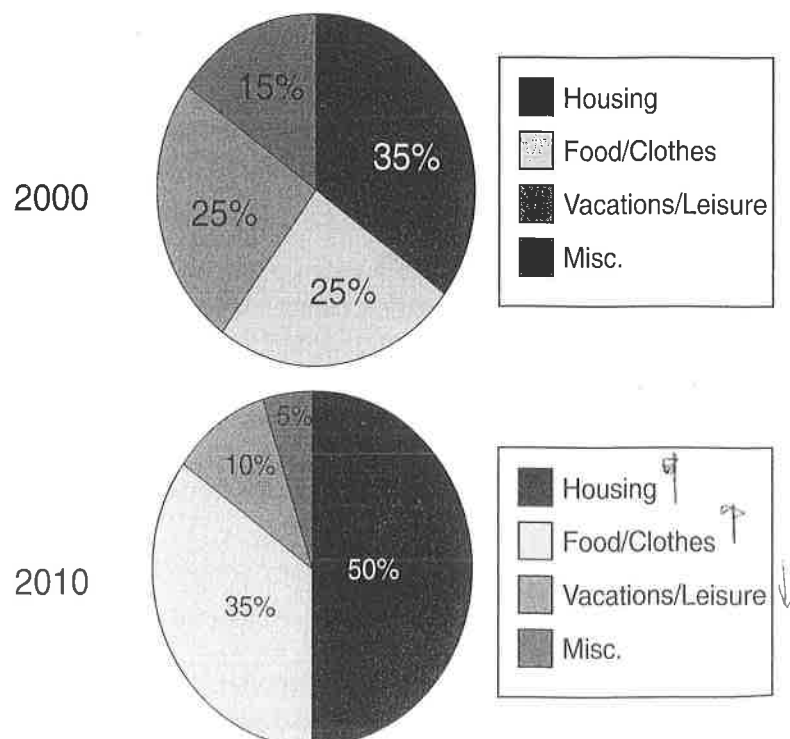
1.

You should spend about 20 minutes on this task.

The charts below show how average middle-income families spent their household budget in two different years.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Household Budget Allocation—Middle Income

- 1.1 How long can I spend writing the answer?
- 1.2 How many words will I write?
- 1.3 Will I summarize a chart or explain a process?
- 1.4 What is the topic?
- 1.5 What do I have to compare?

2.

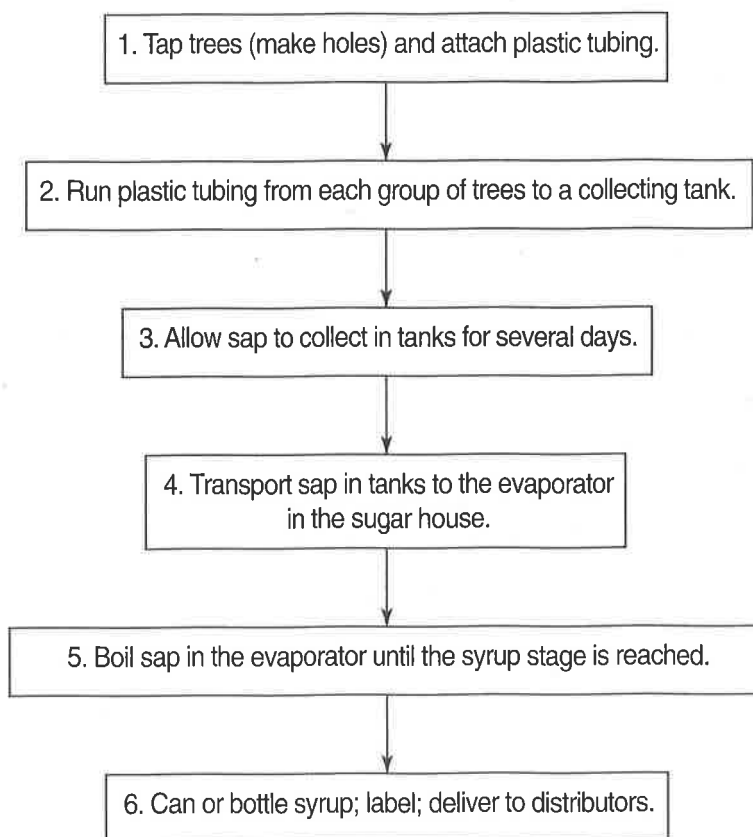
You should spend about 20 minutes on this task.

The diagram below shows the steps in the process of making maple syrup from the sap of the sugar maple tree.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Making Maple Syrup from the Sugar Maple Tree



Note: It takes 40 gallons of sap to make one gallon of syrup.

- 2.1 How long can I spend writing the answer?
- 2.2 How many words will I write?
- 2.3 Will I summarize a chart or outline a process?
- 2.4 What is the topic?
- 2.5 What kind of information do I have to explain?

ACADEMIC TASK 2

3.

You should spend about 40 minutes on this task.

Write about the following topic:

A successful person is one who has earned a lot of money.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 3.1 How long can I spend writing the answer?
- 3.2 How many words will I write?
- 3.3 Will I give an opinion or describe a process?
- 3.4 What is the topic?
- 3.5 Do I have to justify an opinion? If so, how?

4.

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe it is important to allocate part of school resources for art and music education even if this means spending less money and time on academics.

Discuss the advantages and disadvantages of devoting a portion of the school day and school funds to art and music education.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 4.1 How long can I spend writing the answer?
- 4.2 How many words will I write?
- 4.3 Will I summarize information or explain two sides of an issue?
- 4.4 What is the topic?
- 4.5 Do I have to give factual information?

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طباعه اوتوکاد، ترجمه، تجلید فاخر
تلفون: ۷۷۲۸۶۴ فاکس: ۷۳۰۶۹۵

أمريتسفيل

نحن في خدمتكم ١٦ ساعة بالإضافة الى يوم الجمعة

المملكة العربية السعودية - الرياض - المزر - شارع الأمير فهد - تلفون : ٤٧٤٢٨٦٤ - فاكس : ٤٧٣٠٦٩٥



پایفست‌ها

[illegible]

GENERAL WRITING TASK 1

1.

You should spend about 20 minutes on this task.

You feel that the evening programs on a local television station are uninteresting.

Write a letter to the manager of the television station. In your letter

- ***explain why you don't like the current programs***
- ***describe what kinds of programs you would like to see instead***
- ***explain why these programs are better***

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam:

- 1.1 How long can I spend writing the answer?
- 1.2 How many words will I write?
- 1.3 What is the topic?
- 1.4 What three things do I have to include?
- 1.5 Do I have to present a solution or provide facts?

2.

You should spend about 20 minutes on this task.

You just bought a new house and are planning a party to celebrate.

Write a letter to a friend inviting him or her to the party. In your letter

- ***explain the reason for the party***
- ***tell when and where the party will take place***
- ***describe some things that will happen at the party***

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear,

- 2.1 How long can I spend writing the answer?
- 2.2 How many words will I write?
- 2.3 What is the topic?
- 2.4 What three things do I have to include?
- 2.5 Do I have to make a complaint or provide facts?

believed

GENERAL WRITING TASK 2

3.

You should spend about 40 minutes on this task.

Write about the following topic:

In the past, it was common for older people to live with their children and grandchildren so that their relatives could take care of them as they grew older. Nowadays, it is common in many places for older people to live away from their families, in special homes for the elderly.

Discuss the advantages and disadvantages of special homes for the elderly.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 3.1 How long can I spend writing the answer?
- 3.2 How many words will I write?
- 3.3 What is the topic?
- 3.4 Do I have to justify an opinion?
- 3.5 Do I have to describe two sides of an issue?

4.

You should spend about 40 minutes on this task.

Write about the following topic:

In many parts of the world, people are relying more and more on prepared food from grocery stores or restaurants because they are too busy to cook at home. This is a bad idea because home-cooked food is much better for us.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 4.1 How long can I spend writing my answer?
- 4.2 How many words will I write?
- 4.3 What is the topic?
- 4.4 Do I have to give factual information?
- 4.5 Do I have to explain a problem or justify an opinion?

COHERENCE AND COHESION

Target 4—Developing a Thesis Statement

Before you begin writing, you must think about your thesis statement. A thesis statement is your main idea. It will set the stage for the rest of your writing. You have a thesis statement both for descriptions and for opinions.

GIVE A DESCRIPTION

Example

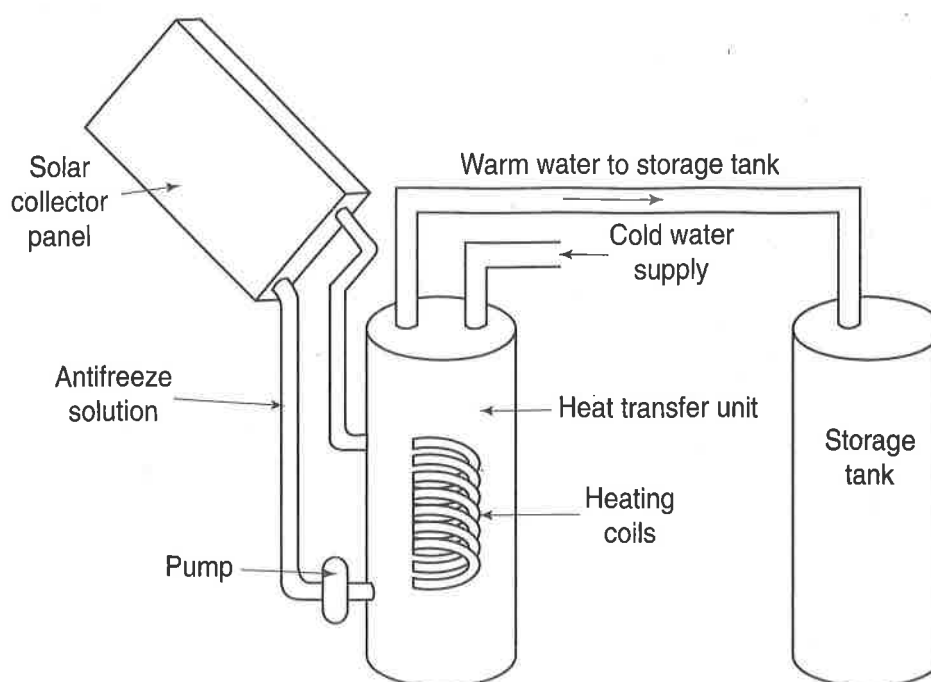
Write about the following topic:

The following diagram explains the process of heating water with an indirect solar water heating system.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Indirect Solar Water Heating System



1. Pump moves antifreeze solution to the solar collector
2. Solution moves through solar collector
3. Warmed antifreeze solution moves to heat-transfer unit
4. Cool water moves through heat-transfer unit for warming
5. Warm water moves to storage tank
6. Antifreeze solution is pumped back to solar collector

POSSIBLE THESIS STATEMENTS

An indirect solar water heating system is a method of transferring the heat of the sun to household water.

An indirect solar water heating system does not heat the water directly, but uses a special solution to move heat from solar collectors to water.

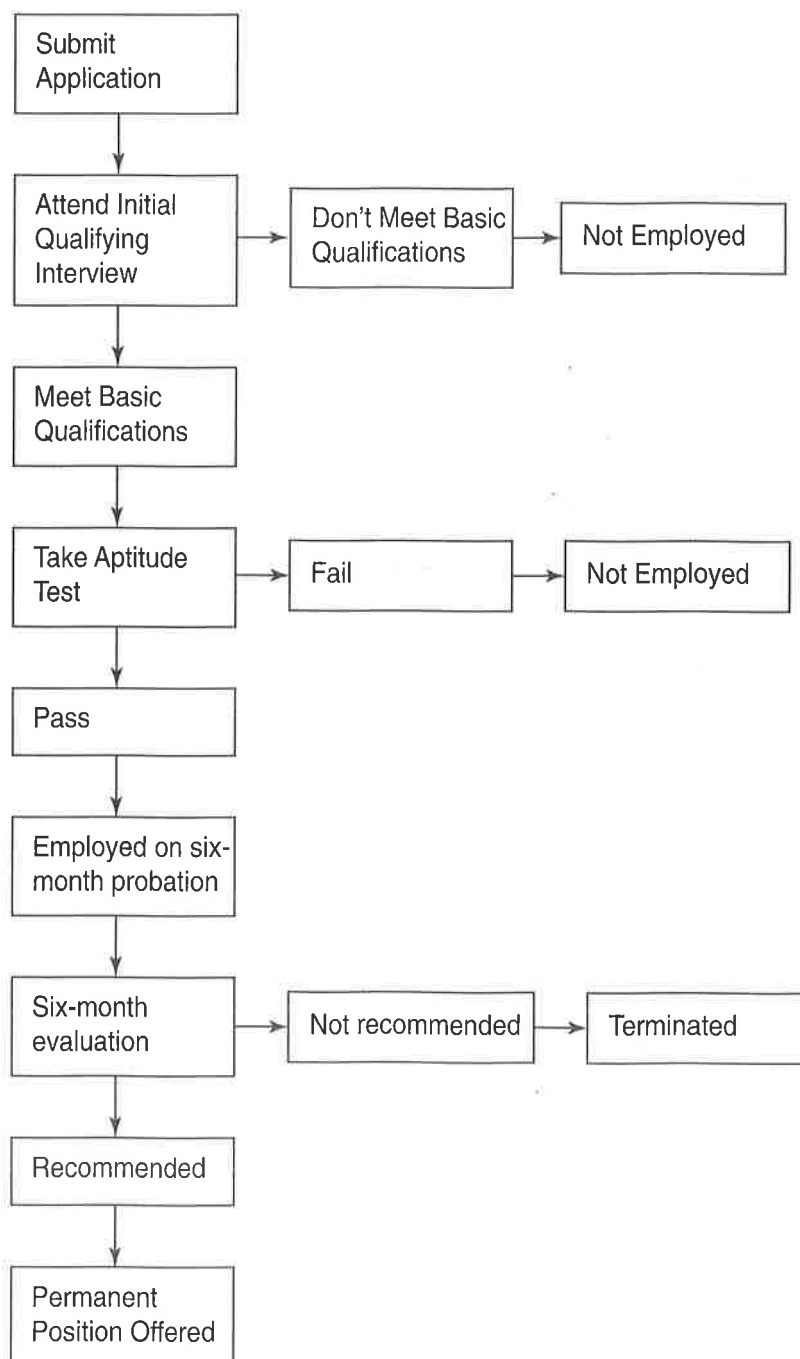
A system that uses antifreeze solution to collect solar heat and transfer it to water is called an indirect solar water heating system.

ACME CORPORATION—RECRUITMENT PROCESS*Example*

Write about the following topic:

The diagram on the next page shows the steps in the hiring process at a large corporation.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Possible Thesis Statements

1. There are several steps one must go through before being employed by the Acme Corporation.
2. Getting a job at the Acme Corporation is not a simple process.
3. The Acme Corporation wants to make sure that all potential employees are well-qualified before being offered a permanent position at the company.

SUPPORT YOUR OPINION

Example

Write about the following topic:

More and more fathers are taking a break from their careers so that they can stay home and take care of their children while their wives work. This is better for the family than having both parents work full-time. To what extent do you agree or disagree.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Possible Thesis Statements

1. Changing customs have made it possible for men to take on roles in the family that once were considered to be only for women.
2. Many modern couples are beginning to recognize¹ that it is better to have a parent at home to take care of the children, rather than relying on a full-time babysitter or pre-school.
3. Changing views of women in the professions have made it possible for many women to earn a salary that is high enough to support a family.

PRACTICE

First, identify the task. Then, choose the thesis statement or statements that are appropriate to the topic. There can be more than one thesis statement.

Topic 1

There should be laws to control the amount and type of violence shown on television programs.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem and ask for a solution.

¹BRITISH: recognise

Thesis Statement

- (A) There are many types of programs on television, and each person is free to choose which programs he or she wants to watch.
- (B) I enjoy watching police and detective programs on television.
- (C) We can learn a lot from television, but it's not a good idea to spend more than an hour a day watching it.

Topic 2

More and more families have computers in their homes, and children spend a great deal of their free time using their home computers.

Discuss the advantages and disadvantages of this situation, and give your own opinions.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem and ask for a solution.

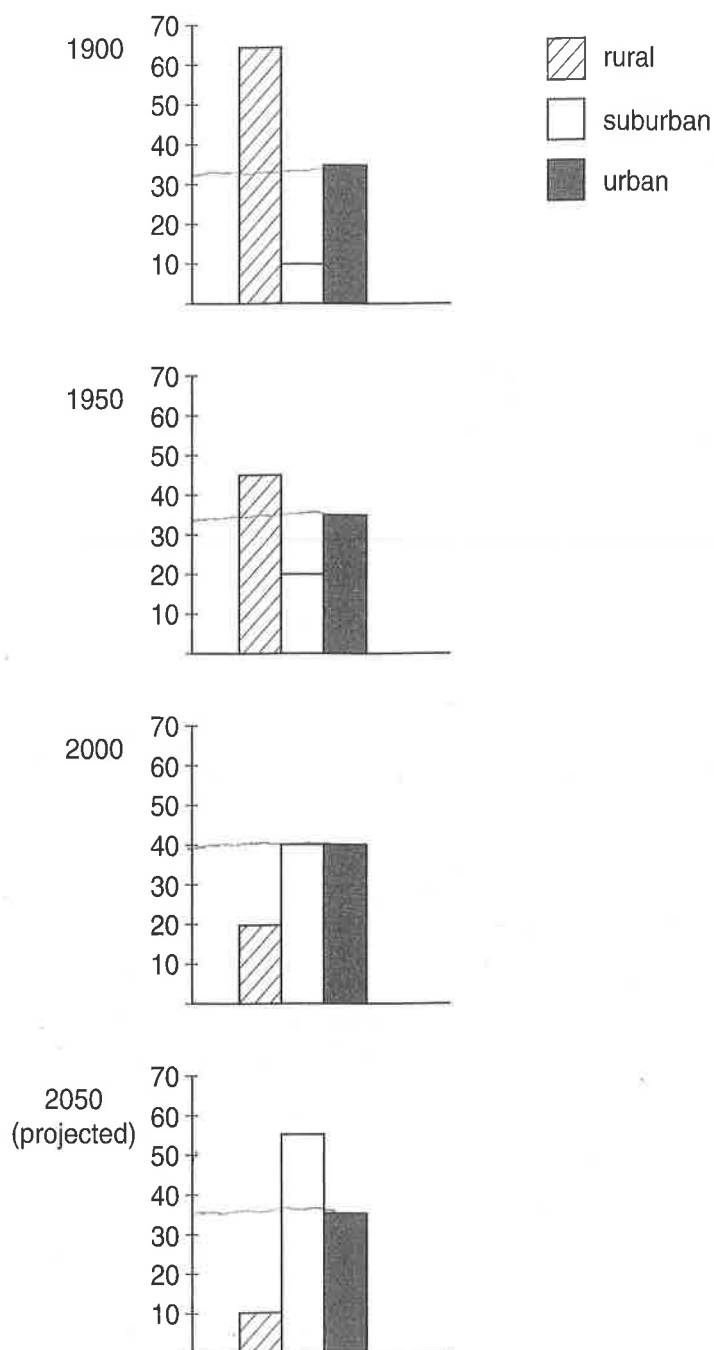
Thesis Statement

- (A) Computers have become very inexpensive in recent years.
- (B) Computers can contribute a lot to a child's education, but they can be overused.
- (C) Computers today can do much more than the computers of just a few years ago.

Topic 3

The graphs on the next page show the figures for population distribution in the Northwest region of the U.S. for 1900–2050.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem, and ask for a solution.

Thesis Statement

- (A) Although the cost of living is high in urban areas, cities also have many advantages.
- (B) Some people like to live in rural areas because they offer a peaceful and pleasant way of life.
- (C) Over the past century, the population in the Northwest region of the U.S. has been shifting from largely rural to mostly suburban and urban.

Topic 4

You borrowed a friend's gold watch to wear to a party. Unfortunately, the watch fell off your wrist and you lost it. Write a letter to the owner of the watch. In your letter

- *apologize for the loss*
- *explain what happened*
- *tell what you want to do about it*

Task

- (A) Give a description.
 (B) Support your opinion.
 (C) Explain a problem, and ask for a solution.

Thesis Statement

- (A) There are several places where you can buy a good watch at a low price.
 (B) I greatly appreciate the loan of your watch the other night.
 (C) An unfortunate thing happened last night while I was wearing your beautiful gold watch.

Target 5—Organizing Your Writing

Your writing needs a main idea. Your thesis statement is your main idea. Now you have to support your main idea with general ideas. You should have two or three general ideas for each topic.

You can use concept maps to help you organize your ideas. Follow these steps to help you organize your writing.

1. Read the topic.

More and more families have computers in their homes, and children spend a great deal of their time using their home computers.

Discuss the advantages and disadvantages of this situation and give your own opinions.

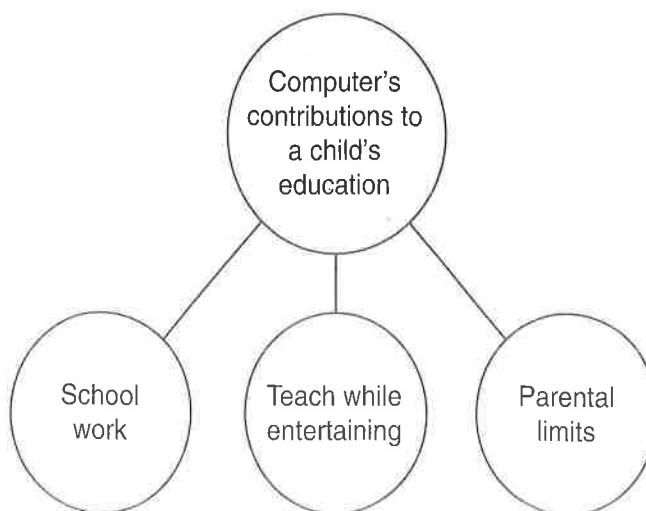
2. Determine the task.

Support an opinion.

3. Write a thesis statement.

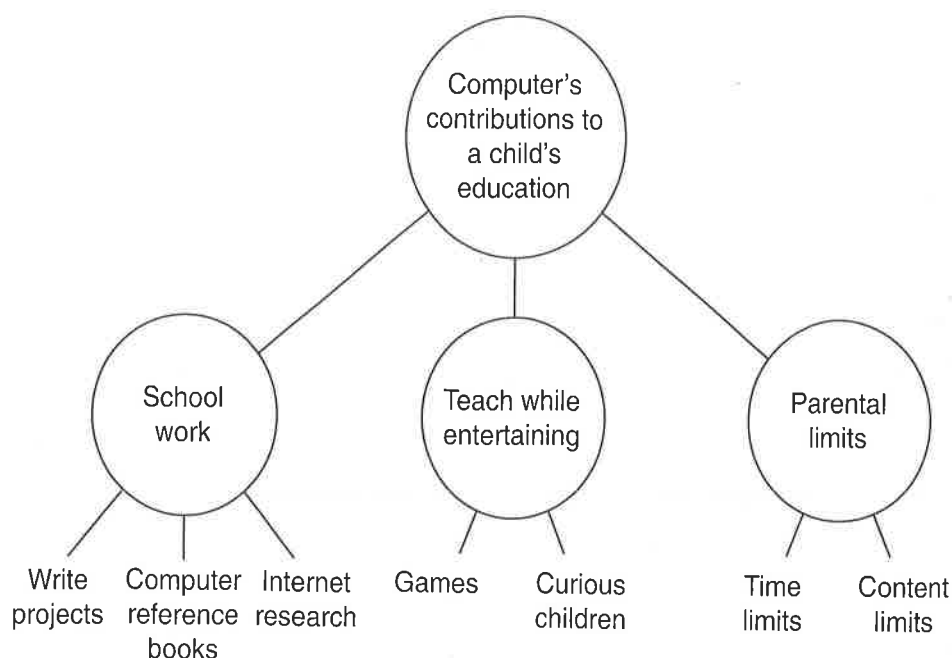
Computers contribute a lot to a child's education.

4. Add general ideas.

**TEST TIP**

Everything you write in your answer must be relevant to the question.

5. Add supporting details.



Compare this passage with the concept map above.

Home computers offer many advantages to the average family. One of the most important of these is the contribution computers can make to a child's education. With parental guidance, children can learn a lot by using a computer.

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Computers keep children entertained in an educational way. There are many computer games that both attract children and teach them something. The Internet offers the curious child a way to find information about anything that he or she is interested in. A child can stay gainfully occupied for hours at a time with a computer.

Parents don't need to limit their children's computer time, although they should pay close attention to what a child does with a computer. Using a computer is not a passive activity like watching television is. The more time a child spends on a computer, the more the child can learn. However, parents should control which websites their children visit and which computer games they play. Then the computer is a safe learning tool for children.

Computers contribute a lot to a child's education. Every family should have one.

Instead of using a concept map to organize your information, you can use an outline. An outline contains the same information as a concept map but in a different format. Compare this outline of the essay about computers and a child's education to the concept map on the previous page.

INTRODUCTION

TOPIC Computer's contributions to a child's education

BODY

GENERAL IDEA 1 School work

- Supporting Detail 1** Write projects
- Supporting Detail 2** Computer reference books
- Supporting Detail 3** Internet research

GENERAL IDEA 2 Teach while entertaining

- Supporting Detail 1** Games
- Supporting Detail 2** Curious children

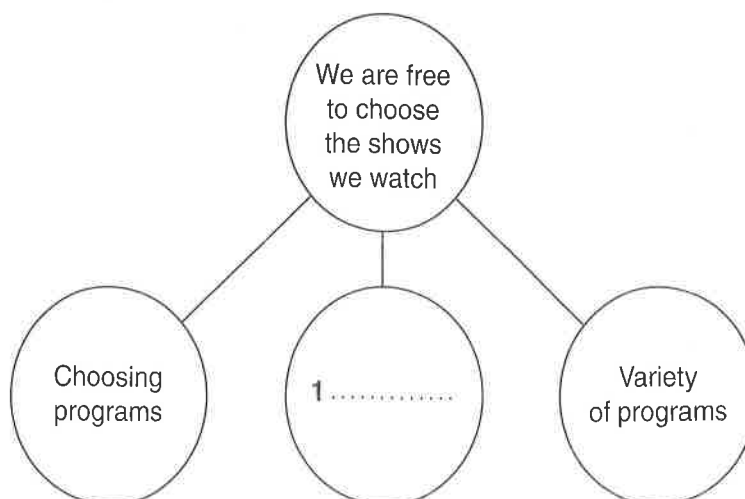
GENERAL IDEA 3 Parental limits

- Supporting Detail 1** Time limits
- Supporting Detail 2** Content limits

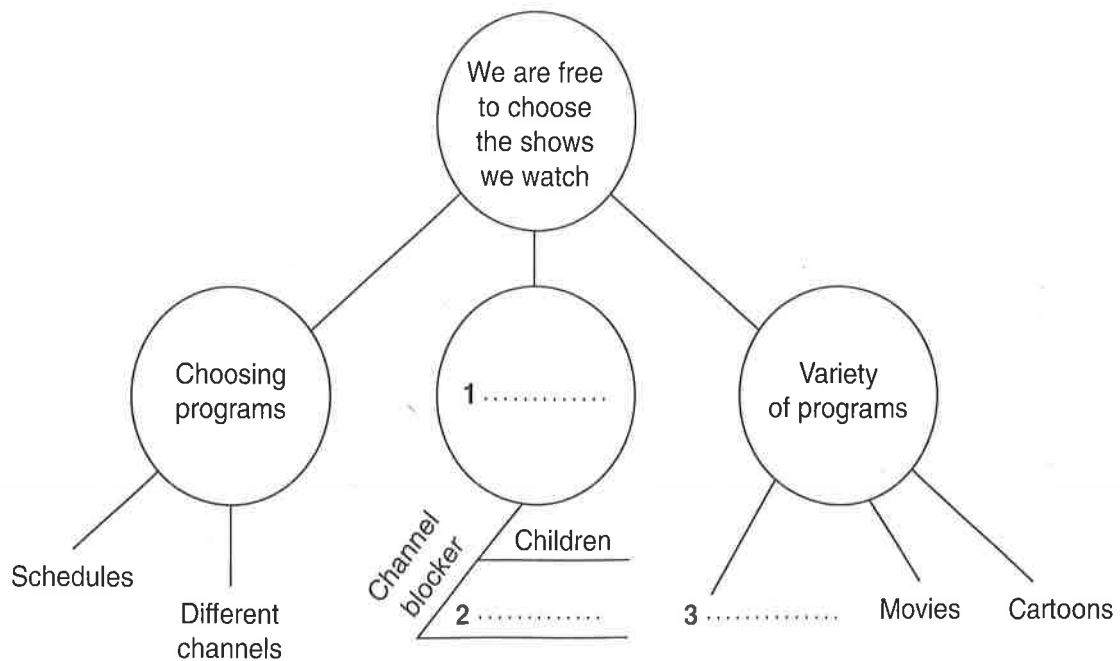
PRACTICE 1

This exercise will help you learn the steps to organize your writing. Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.** *There should be laws to control the amount and type of violence shown on television programs.*
To what extent do you agree or disagree with this statement?
2. **Determine the task.** Support an opinion.
3. **Write a thesis statement.** We are free to choose the shows we watch. Laws are not necessary to help us decide what to watch.
4. **Add general ideas.**



5. Add supporting details.



While it is true that there is violence on television, each individual has his or her own idea about how much is too much. Fortunately, we are all free to choose which TV programs we want to watch. Laws are not necessary to help us decide.

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. Because of this, it's easy for everyone to avoid violent programs if they want to.

Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Thus, parents have a way to protect their children from seeing shows¹ that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

We each have our own ideas about what is too violent and what isn't. It would be difficult to make laws about violence on TV that would satisfy everybody. It is better to let each individual make his or her own choice about what to watch.

TEST TIP

You may use *she* for variety (rather than *he*) or you may use *he or she* but be consistent in the essay.

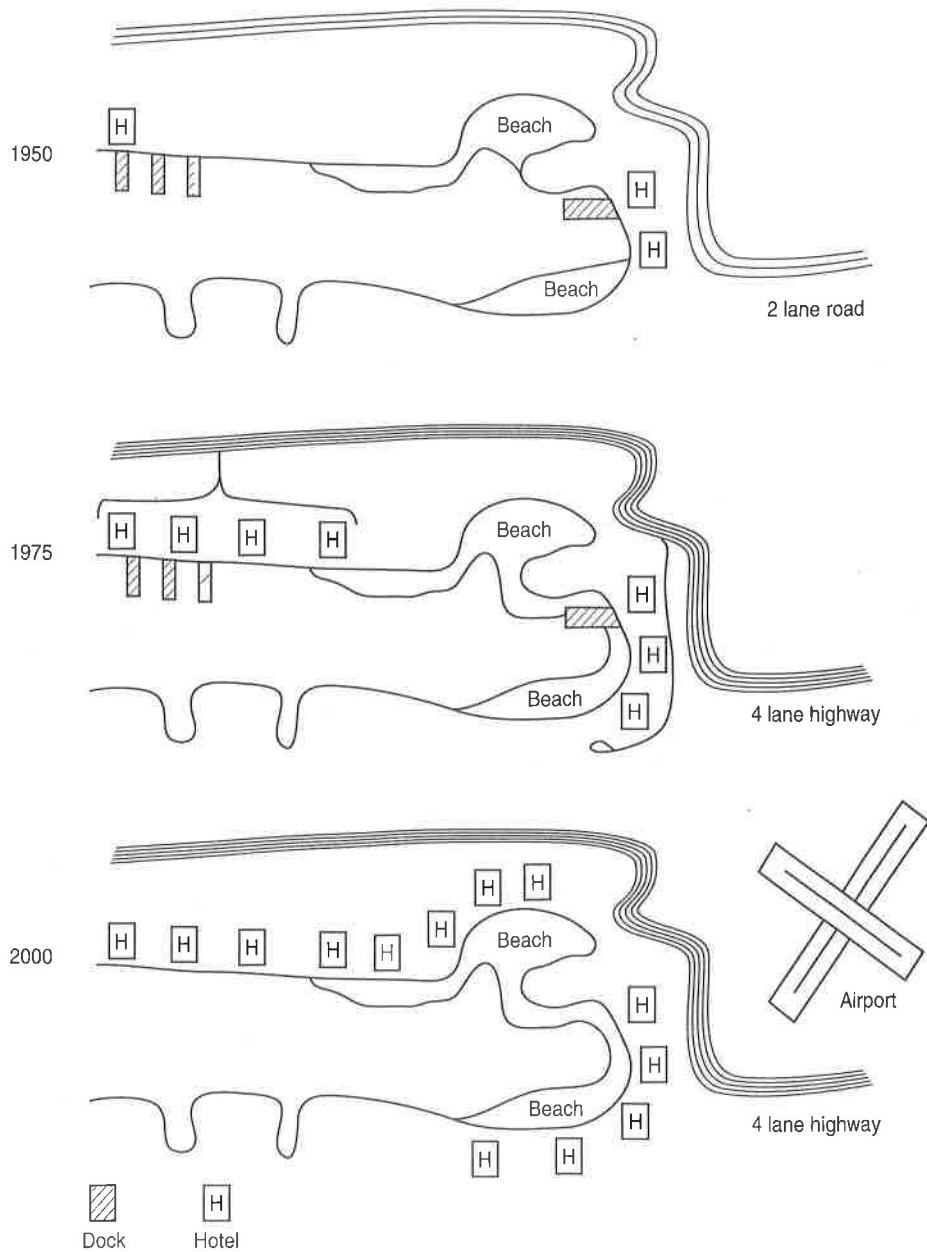
¹BRITISH: programmes

PRACTICE 2

This exercise will help you learn the steps to organize your writing. Look at the outline. Read the essay. Complete the missing parts of the outline.

1. Read the topic. *The 3 maps below show Palm Grove, a coastal town about 450 kilometers from the nearest city. It has recently become a major resort.*

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



2. **Determine the task.** Describe something.
3. **Write a thesis statement.** Palm Grove became a resort when accessibility from the outside improved.
4. **Add general ideas.**

INTRODUCTION

TOPIC Accessibility brings tourists

BODY

GENERAL IDEA 1 1950—Poor access

GENERAL IDEA 2 _____

GENERAL IDEA 3 2000—Airport

5. **Add supporting details.**

INTRODUCTION

TOPIC Accessibility brings tourists

BODY

GENERAL IDEA 1 1950—Poor access

Supporting Detail 1 fishing docks

Supporting Detail 2 _____

GENERAL IDEA 2 _____

Supporting Detail 1 _____

Supporting Detail 2 more hotels

GENERAL IDEA 3 2000—Airport

Supporting Detail 1 no fishing docks

Supporting Detail 2 _____

The three maps representing changes in Palm Grove between 1950 and 2000 show that the town became a resort as accessibility from the outside improved.

In 1950, Palm Grove was a small fishing village with few hotels. It lies 450 kilometers from the nearest city. Since the only access to the village in 1950 was by a two-lane road¹, most tourists probably didn't want to make the long trip to get there.

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

By 2000, an airport had been built just outside Palm Grove. This apparently changed the town into a resort. The hotel district was greatly expanded and the fishing docks removed. Probably most local residents now work in the tourist industry.

¹BRITISH: Single carriageway or two-way traffic. In America a four-lane highway (road) is, in England, a dual carriageway.

PRACTICE 3

Identify the tasks for the following topics. Create a concept map or outline for each. On a separate piece of paper, write an essay or letter using the concept map or outline as a guide. Compare your essays or letters with those in the Answer Key.

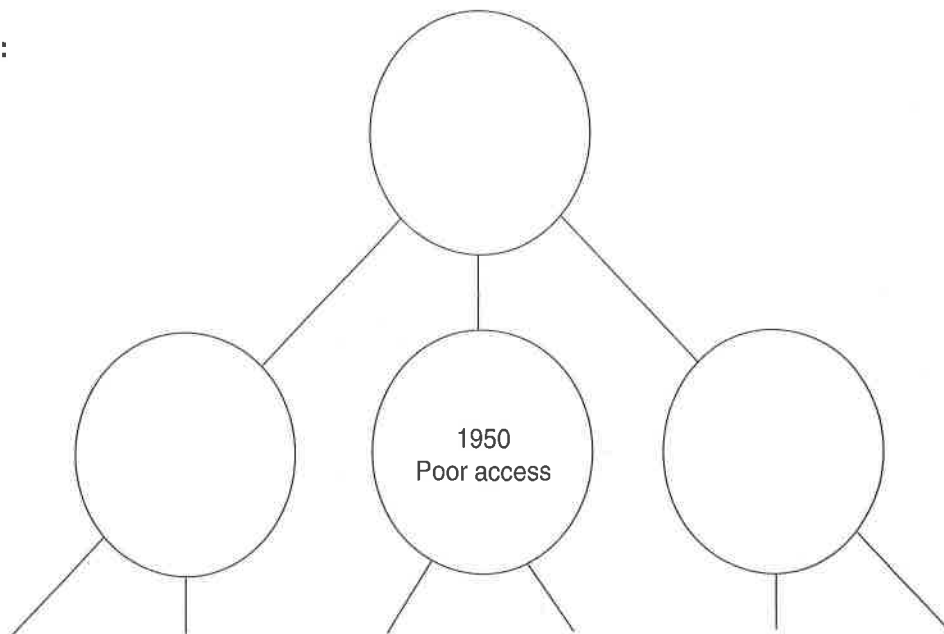
Topic 1

Most schools offer some type of physical education program to their students. Why is physical education important? Should physical education classes be required or optional?

Task: _____

Thesis Statement: _____

Concept Map:



Topic 2

You have had a credit card with the same company for several years, and you always pay your bill on time. Your most recent bill included a \$35 charge for late payment because, according to the company, you didn't pay the previous month. You know that you paid on time.

Write a letter to the credit card company. In your letter

- **explain the problem**
- **tell how you feel about it**
- **say what you would like the credit card company to do about it**

Task: _____

Thesis Statement: _____

Outline:

INTRODUCTION

TOPIC _____

BODY

GENERAL IDEA 1 _____

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

GENERAL IDEA 2 _____

Supporting Detail 1 _____

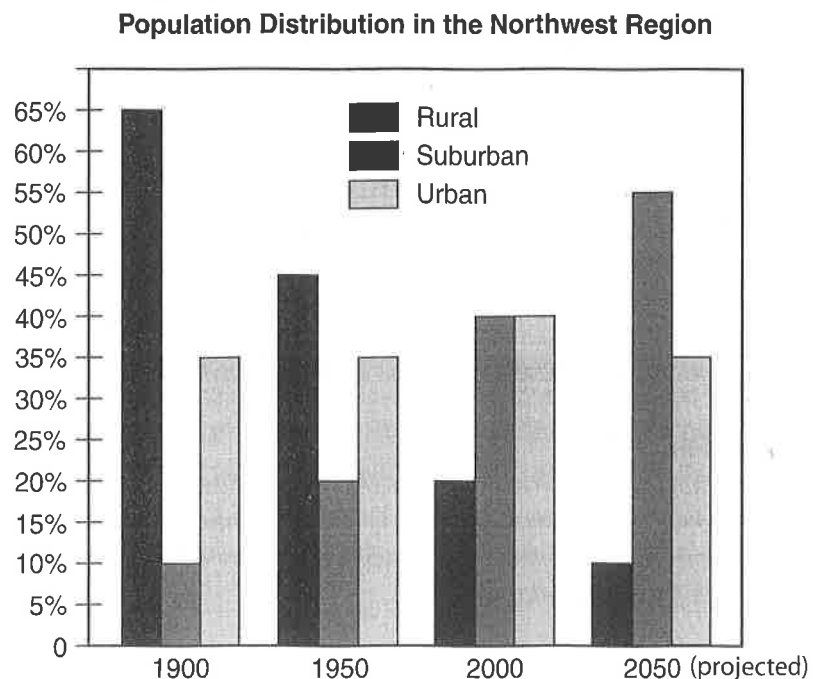
Supporting Detail 2 _____

Supporting Detail 3 _____

Topic 3

The graph below shows the figures for population distribution in the Northwest region of the U.S. for 1900–2050.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Task: _____

Thesis Statement: _____

Concept Map: (Use a separate sheet of paper for your concept map.)

Target 6—Writing the Introduction

The introduction to your essay guides the reader. It is like a map. It tells the reader how you plan to develop your topic. The topic sentences you develop from the general ideas in your concept map or outline can be summarized in the introduction.

Compare these introductions:

Weak Introduction

In my opinion, physical education is important. It's better for children to have it than not.

Strong Introduction

Physical education is an important part of every child's education. In the first place, children learn better if they spend part of each day getting some physical exercise. Additionally, physical education teaches children important skills such as teamwork. Also, it contributes to their overall physical and mental health.

The first introduction tells us the writer's opinion, but not much about it. Why does the writer feel this way? We need to know the reasons for the opinion so that we can be ready to follow the supporting details in the body of the essay.

The second introduction outlines three specific reasons why the writer thinks physical education is important. We can expect that each paragraph in the body of the essay will explain one of these reasons more thoroughly. We will be able to follow the writer's ideas because we know what to look for as we read. These reasons (or general ideas) provide a focus to the paragraph. They guide the reader.

Thesis	Physical education is important.
General Idea	It helps children learn better.
General Idea	It teaches important skills.
General Idea	It contributes to physical and mental health.

Weak Introduction

Art museums are public places and should be funded by the government.

Strong Introduction

I don't agree that art museums should be funded by private instead of public money. It is difficult to raise enough private money to run a museum well. In addition, charging high entrance fees will keep many people away from museums. Most important, art is a valuable part of culture and should receive support from society as a whole through government funding.

With the first introduction, the reader knows what the writer believes, but not why. The second introduction gives detailed reasons to support the writer's opinion, and the reader can expect to read about these reasons in the body of the essay.

Thesis	Art museums should be funded with public money.
General Idea	It's difficult to raise private money.
General Idea	High entrance fees keep people away.
General Idea	Art is a valuable part of culture.

PRACTICE 1

Read the following introductions, based on questions from Targets 3 and 4. Tell the topic of the essay or letter and what the general idea or focus of each paragraph will be.

- Many modern couples are beginning to recognize that it is better to have a parent at home to take care of the children, rather than relying on a full-time babysitter or pre-school. I agree that this is a good idea. First, no one can care for a child as well as his own parents. Parents also have to face the fact that child care costs are very high. Finally, it is my belief that family life is better when one of the spouses devotes his or her time to maintaining the home and family.

Topic _____
 General Idea _____
 General Idea _____
 General Idea _____

- Maple syrup is a tasty treat that many people enjoy eating on their pancakes. It is made from the sap of the sugar maple tree, and the process involves a number of steps. The sap has to be gathered from the trees, it has to be transported to the sugar house, and it has to be boiled before it is finally ready for distribution.

Topic _____
 General Idea _____
 General Idea _____
 General Idea _____

- Dear John,
 I have some unfortunate news to tell you. I am very sorry to have to tell you that I lost the watch you lent me. It disappeared while I was at a party last night. I hope you will let me pay you for it.

Topic _____
 General Idea _____
 General Idea _____

- These days, people around the world use the Internet to get news and information. There are both advantages and disadvantages to this situation. On the one hand, the Internet has many advantages because it provides instant access to huge amounts of information that might be difficult to get otherwise. On the other hand, the Internet has certain problems, including the fact that much of the information you find there is unreliable.

Topic _____
 General Idea _____
 General Idea _____

PRACTICE 2

Read these topics. Determine the task. Write your thesis statement. Do a concept map. Write your topic sentences. (You can have between two and four topic sentences.) Then write the introduction to your essay. Be sure you answer all parts of the topic.

Topic 1

Some people believe that the best way to learn anything is “learning by doing.” Others would rather learn through books and from teachers. Think of learning a language. Which way do you think is a better way to learn a language?

Task: _____

Thesis Statement: _____

Concept Map: Use a separate sheet of paper to draw a web concept map if you need more space.

Topic Sentences: 1.1 _____
1.2 _____
1.3 _____
1.4 _____

Introduction: _____

Topic 2

In many parts of the world and throughout history, governments have moved their capitals. Why would they do this? What are the potential problems and benefits? Would you vote for moving your capital?

Task: _____

Thesis Statement: _____

Concept Map: Use a separate sheet of paper to draw a web concept map if you need more space.

Topic Sentences: 2.1 _____

2.2 _____

2.3 _____

Introduction:

Target 7—Writing a Paragraph

In Target 4, you learned to write your thesis statement. The thesis statement is what your essay or letter is about. An essay is made up of paragraphs. Each paragraph has a topic sentence and supporting details.

A topic sentence tells what each paragraph is about. A topic sentence can come at the start of a paragraph, in the middle, or at the end. It can introduce a paragraph or it can summarize a paragraph.

When you made each concept map and outline, you wrote two or three general ideas in words or phrases. Turn those general ideas into a sentence and you have a topic sentence for a paragraph. It is important to write a good topic sentence. It helps the reader follow your line of thinking. It makes your intentions clear. A topic sentence gives your essay or letter clarity.

In your concept maps and outlines, each general idea (topic sentence) is connected to or followed by supporting details. These specific details support your general idea. They help the reader understand your intentions. A topic sentence with supporting details gives your letter or essay clarity.

Look at this outline:

Topic Accessibility brings tourists

Paragraph 1

General Idea 1950—Poor access

Supporting Detail 1 fishing docks

Supporting Detail 2 few hotels

Paragraph 2

General Idea 1975—Four-lane highway

Supporting Detail 1 fishing docks still present

Supporting Detail 2 more hotels

Paragraph 3

General Idea 2000—Airport

Supporting Detail 1 no fishing docks

Supporting Detail 2 greatly expanded hotel district

Read the paragraph for the general idea "Four-lane highway."

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

Topic Sentence By 1975, a new four-lane highway had brought changes to Palm Grove.

Supporting Details It was easier for tourists to get there.
Several new hotels had been built.

Look at these examples.

Example 1

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Topic Sentence A computer is a useful tool for school work.

Supporting Details Computers make it very easy to keep notes and write up school projects.

Reference books on computer CDs make it convenient for children to research their school projects.

In addition, the Internet makes research on any subject possible from the comfort of one's own home.

Example 2

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. It's easy for everyone to avoid violent programs if they want to.

Topic Sentence It isn't difficult to find out which programs are on TV at any given time.

Supporting Details Most newspapers publish a schedule of TV programs every day.

Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like.

She knows what kinds of programs each different channel tends to have.

PRACTICE

Read the following paragraphs. Write the topic sentence and the supporting details.

- Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Parents use this technology to protect their children from seeing shows that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

Topic Sentence: 1.1 _____

Supporting Details: 1.2 _____

1.3 _____

1.4 _____

2. The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

Topic Sentence: 2.1 _____

Supporting Details: 2.2 _____

2.3 _____

2.4 _____

3. Physical education classes teach children important skills that they need in life. They teach children how to work together on a team. They teach children how to set a goal and work to achieve it. They teach children about the importance of looking after their health.

Topic Sentence: 3.1 _____

Supporting Details: 3.2 _____

3.3 _____

3.4 _____

Target 8—Stating Your Opinion

For Writing Task 2 on both the Academic and General Training tests, you will probably be asked for your opinion. The introduction to your essay should tell the reader what your opinion is. There is no right or wrong opinion. Whatever your opinion is, the reader will look to see how you express it. You can use certain set phrases, verbs, adjectives, and adverbs to express your opinion.

Set Phrases	Verbs	Adjectives	Adverbs
In my opinion	agree	certain	definitely
From my point of view	believe	positive	doubtless
In my view	think	convinced	certainly
To my way of thinking	understand	sure	probably
To my mind	suppose	persuaded	conceivably
It seems to me that	guess	confident	maybe
To me	hope		perhaps
It is my opinion that	imagine		possibly
			seemingly

TEST TIP

Set phrases that are prepositional phrases and most adverbs are followed by a comma at the beginning of a sentence.

Examples

It seems to me that fathers can take care of children just as well as mothers can.

I suppose that some children could benefit from art and music education.

I am certain that over-reliance on cars has led to many problems in our society.

Parents should definitely put limits on their children's television viewing.
People are probably less polite now than they used to be.

PRACTICE 1

Give your opinion about these topics. Use the words and phrases suggested.

1. Violence on television (is/is not) very harmful for children.
It is my opinion that _____
2. Parents (should/should not) monitor their children's computer use.
In my view, _____
3. Home-cooked food (is/is not) better for the health of the family.
I understand that _____
4. Dependence on private automobiles (causes/doesn't cause) many problems in our daily lives.
I think that _____
5. Learning about art (is/is not) a good way to spend part of the school day.
I am sure that _____
6. Children (learn/ don't learn) better when they have friendly relationships with their teachers.
I am convinced that _____
7. People (spend/ do not spend) too much money on stylish clothes.
Perhaps _____
8. Taking a train (is/ is not) just as convenient as driving a car.
Certainly, _____

GENERALIZING AND QUALIFYING

Certain phrases can be used to make a general statement about how you feel about something. Others can be used to qualify your opinion, showing that what you state is not completely true.

Generalizing	Qualifying
all in all as a rule basically by and large for the most part generally in general on the whole	in a way more or less so to speak for all intents and purposes to some extent up to a point

Examples

All in all, children learn better when they have a more formal relationship with their teacher.
Generally, people pay too much attention to fashion.

Up to a point, parents should let their children choose their own television programs.
For all intents and purposes, the Internet is a valid educational tool.

PRACTICE 2

Give your opinion about these topics. Use the phrases suggested to make a general statement or qualify your opinion.

1. Children (learn/ don't always learn) better when they spend part of each day getting physical exercise.
As a rule, _____
2. Job security (is/is not) a thing of the past.
On the whole, _____
3. Family ties (are/ are not) weaker now than they were in the past.
For the most part, _____
4. Art and music classes (equal/ do not equal) academic classes in importance.
To some extent, _____
5. A train (is/ is not) as convenient a form of transportation as a private car.
In a way, _____

Target 9—Writing the Conclusion

A good essay has a good conclusion. The conclusion briefly supports your thesis and reminds the reader of your intentions. It returns to the ideas you presented in your introduction and uses them to conclude with a summary, generalization, prediction, question, or recommendation. Look at the following examples, noticing the relationship between the introduction and conclusion:

RESTATEMENT

In your conclusion, you can restate your thesis or topic sentence.

Introduction:

Maple syrup is a tasty treat that many people enjoy eating on their pancakes. It is made from the sap of the sugar maple tree, and the process involves a number of steps. The sap has to be gathered from the trees, it has to be transported to the sugar house, and it has to be boiled before it is finally ready for distribution.

Conclusion:

Making maple syrup involves several steps, and the result is a tasty treat that is well worth the effort.

GENERALIZATION

You can use all the information you provided and make a generalization about it.

Introduction:

Many modern couples are beginning to recognize that it is better to have a parent at home to take care of the children, rather than relying on a full-time babysitter or pre-school. I agree that this is a good idea. First, no one can care for a child as well as his own parents. Parents also have to face the fact that child care costs are very high. Finally, it is my belief that family life is better when one of the spouses devotes his or her time to maintaining the home and family.

Conclusion:

All in all, I would have to say that life is better for families when one parent stays home with the children. Both the parents and the children benefit.

PREDICTION

You can summarize the information in your essay and use it to suggest what might happen next.

Introduction:

These days, people around the world use the Internet to get news and information. There are both advantages and disadvantages to this situation. On the one hand, the Internet has many advantages because it provides instant access to huge amounts of information that might be difficult to get otherwise. On the other hand, the Internet has certain problems, including the fact that much of the information you find there is unreliable.

Conclusion:

In the future we will rely on the Internet for quick access to all of our news and information. This will bring us many benefits as long as we remain aware of the potential pitfalls.

RECOMMENDATION

You can suggest that your readers do something, based on the information you presented in your essay.

Introduction:

Dear John,

I have some unfortunate news to tell you. I am very sorry to have to tell you that I lost the watch you lent me. It disappeared while I was at a party last night. I hope you will let me pay you for it.

Conclusion:

I hope that you will not let this unfortunate incident affect our friendship and that you will accept my offer of payment. However, if you are uncomfortable about any of this, please let me know.

QUESTION

You can conclude your essay with a question. The question is not really asking for an answer. The answer is contained in the question.

Introduction:

Physical education is an important part of every child's education. In the first place, children learn better if they spend part of each day getting some physical exercise. Additionally, physical education teaches children important skills such as teamwork. Also, it contributes to their overall physical and mental health.

Conclusion:

Physical education is an essential part of any educational program. What would happen to our children's energy level if they didn't get a chance to be active every day? How would they learn to be part of a team if they didn't play sports? How would they stay healthy? Physical education meets all of these needs.

PRACTICE

Read each of the following conclusions and decide whether it is a restatement, generalization, prediction, recommendation, or question.

1. We each have our own ideas about what is too violent and what isn't. It would be difficult to make laws about violence on TV that would satisfy everybody. It is better to let each individual make his or her own choice about what to watch.

2. In the next 25 years, tourism in Palm Grove could grow if the airport is expanded, providing even greater accessibility from the outside. Then more hotels will be built and Palm Grove will no longer have any resemblance to the fishing village that it once was.

3. If art museums are funded by public money, then everyone will have access to them. What would our world be like without any art? What would bring beauty into our lives and give us a greater understanding of who we are? Art museums are a valuable part of our society.

4. On the whole, people prefer watching family-oriented TV shows in the evenings. Dramas, mysteries, and police shows are better left for late at night when the children are asleep.

5. I hope to see you at my party next Friday. We'll enjoy a good time dancing and eating with our friends.

LEXICAL RESOURCE

In a well-written essay, the writer makes good use of vocabulary. Certain vocabulary words can be used to make the ideas clearer and easier to follow. Vocabulary can be varied to make the writing more interesting to read and to express ideas more precisely.

Target 10—Transition: Connecting and Linking

You can use transition words and phrases in your writing to connect your ideas. They help your reader follow your ideas from one sentence to the next or from one paragraph to the next. Transition words can show time, degree, comparison and contrast, and cause and effect. They can also be used to add more information or to refer to previously mentioned subjects.

Time	Degree	Cause and Effect
before	most important	so
after	first	thus
since	primarily	for this reason
next	principally	as a result
then	above all	because
soon	in the first place	because of
at the same time	less important	since
while	second	due to
meanwhile	in the second place	therefore
	to a lesser degree	consequently
		owing to
		so that

Examples

After the new highway was built, the village of Palm Grove began to grow. People still worked in the fishing industry. *At the same time*, a few new hotels were built. *Then*, more and more tourists started arriving to spend their vacation time at the beach. *Soon*, the village was crowded with visitors from other places.

Family life is better when one of the parents stays home with the children. *Above all*, the children feel secure when they know one of their parents is always available to them. *To a lesser degree*, a parent at home helps the household run more smoothly. But *primarily*, having one parent whose job is to take care of the home and family helps everyone feel safer and happier.

I was honored when you offered to lend me your watch *because* I know how much you value it. *Consequently*, I was very careful with it while I had it on. Unfortunately, the buckle seems to have been broken. *As a result*, the watch fell off my wrist while I was at the party.

Comparison	Contrast
similar to	different from
similarly	nevertheless
just as	although/even though
like	unlike
likewise	yet
in the same way	but
at the same time as	in contrast to
also	however

Example

Many people believe that art and music classes are just as important as academic classes. *Although* there is validity to this point of view, I disagree with it. Art and music are important, *but* academics are even more important. Academic classes give children knowledge that they will need in their future professions. *Likewise*, academics teach children important cognitive skills. Art and music classes, *on the other hand*, do not help children develop professional skills unless they are planning to become artists or musicians.

Explanation	Adding More Information
in other words	in addition
such as	moreover
to clarify	besides
like	furthermore
for instance	also
for example	as well as
that is	what's more
to illustrate	
namely	

Examples

The first step in the process is tapping the trees, *that is*, making holes in them so the sap can come out. There are different ways to collect the sap, *for example*, using old-fashioned buckets or using modern plastic tubing. Using buckets is more time consuming, so most people nowadays use plastic tubing. *In other words*, people prefer using the more efficient method.

Home-cooked meals are generally more nutritious than store-bought or restaurant meals. They *also* tend to be tastier. *Furthermore*, preparing meals at home contributes to the improvement of family relationships.

PRACTICE

Read the following paragraphs. Choose the appropriate transition word or expression to complete each sentence. Add capital letters where necessary.

likewise furthermore as a result in other words

By the year 2000, the population distribution had shifted a great deal. Many more people had moved to urban and suburban areas and (1) _____, the rural population was much smaller. (2) _____, the suburban population had grown since 1950. The urban population had (3) _____ increased. (4) _____, there were now fewer people living in the countryside and more living in the cities and suburbs.

then unlike such as moreover

I know you will have a good time at the party. (5) _____ most parties we go to, at this one I plan to have live music. (6) _____, the band I have hired plays your favorite kind of music. My sister-in-law is planning to prepare some really good dishes (7) _____ seafood soup and roast beef. Come early so that you can enjoy the food, and (8) _____ you can dance all night!

in addition but above all in other words

Physical education classes help children develop in numerous ways. Academics strengthen children's minds, (9) _____ physical education strengthens their bodies. (10) _____, it contributes to their good health. (11) _____, physical education classes help children learn about winning and losing. This is an important life skill. (12) _____, in physical education classes, children have the opportunity to learn about teamwork. This might be one of life's most important skills.

TEST TIP

Try using a range of vocabulary instead of repeating the same words and phrases.

Target 11—Synonyms

Using a variety of vocabulary in your essay rather than repeating the same words over and over helps to hold the reader's attention. You can do this by using synonyms—words that are similar in meaning. Synonyms help to keep your writing interesting, and they provide coherence by connecting ideas that are closely related. Read the paragraph below. Look for synonyms of *choose* and *choice*.

Verbs	Nouns
choose	choice
select	selection
opt	option
pick	alternative

There is a wide variety of television programs to *choose* from. I don't believe that television programming should be regulated, but that individuals should be allowed to *select* for themselves what they want to watch. However, in the case of children, the issue is a bit different. In my opinion, parents should be the ones to *pick*

which programs their children see. Children may be attracted to programs that aren't appropriate for them. It is the parents' responsibility to guide their children toward *alternatives* that are more suitable to their age. Television channels have many *options* that actually offer positive contributions to a child's development.

PRACTICE

In each of the following groups of sentences, the underlined words are used twice. Choose a synonym from the list in place of the second mention of each underlined word.

Synonyms

curious	alone	easy	supervision
regulate	engaged	ration	

Children like to feel that they can do things independently. They gain self-confidence when they know they can complete their homework assignments independently, without asking their parents for help every step of the way.

1. independently synonym: _____

Parents should pay attention to what their children do on the computer, and they should control which websites their children visit. Children have a safer experience on the Internet when their parents control their computer use.

2. control synonym: _____

Children are naturally interested in many things. The Internet provides interested children with a wide range of information to satisfy their hungry minds.

3. interested synonym: _____

It is not necessary for parents to limit the amount of time their children spend on the computer. When parents limit computer time too much, children don't have the chance to learn to manage their own time.

4. limit synonym: _____

A computer can be a good way to keep children gainfully occupied for long periods of time. There are many worthwhile things children can do on the computer. They can spend hours occupied in educational activities.

5. occupied synonym: _____

Children need a certain amount of guidance from their parents. With parental guidance, children can learn to choose computer activities that educate as well as entertain.

6. guidance synonym: _____

A computer is a useful tool for school work. Computers make it very convenient to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects.

7. convenient synonym: _____

Target 12—Writing with Variety

You can know about and read the topic, determine the task, map out your organization, create topic sentences, and write an introduction. You've done the hard part. Writing the body of the essay is easy.

However, you need to show you have command of a variety of styles of written English and can choose the appropriate one for the task. You need to show that you can write cohesively and accurately.

In this section, we will examine different approaches for these tasks.

Task	Approach
Describe something	Chronological order Spatial order Classification Definition
Support an opinion	Comparison and contrast Cause and effect Prediction

DESCRIBE SOMETHING

Chronological Order

Chronological order organizes your writing around the sequence of time. You write about what happens first, then what happens second, what happens after that, and what finally happens.

Useful words for time

after at (<i>time</i>) at birth, in childhood, in infancy, as an adult, in adulthood, in old age at last at the turn of the century (decade) before between ____ and ____ during earlier every (<i>number</i>) (<i>years, months, days</i>) finally first, second, third, etc. former, latter formerly in (<i>year</i>)	in conclusion in the 20s, 1980s in the first half of the century in the first place, second place in the next place later next, then, subsequently on (<i>day</i>) previous previously prior to simultaneously, at the same time as since ____ to begin with while
---	--

PRACTICE 1

Combine the pairs of sentences using *after*, *while*, or *before*. There may be more than one way to combine these sentences. You may have to change pronouns and verb tenses.

1. The audience left the concert hall. The orchestra played the last note.
2. Look at the menu. Order your meal.
3. The lights went out. We lit a candle.
4. We were waiting for you in the coffee shop. You were waiting for us at the bookstore.
5. They filled the car with gas¹. The car ran out of gas.

PRACTICE 2

Put these sentences into *chronological order*.

1. ___ In the future, the town hopes to build an art museum next to the old factory.
2. ___ Once the factory opened, river traffic increased, bringing raw materials to the factories and taking munitions downstream to the major river port at the mouth of the river.
3. ___ In the early 1900s, Winston on Hudson was just a small town on the Hudson River.
4. ___ Soon, Winston on Hudson became a tourist destination.
5. ___ Today, the town's munitions factory has been turned into artist studios.
6. ___ Nothing happened in the town until after the start of the First World War when a munitions factory opened.
7. ___ Within ten years, cargo boats were followed by passenger boats bringing weekend sightseers.

PRACTICE 3

Write the sentences in Practice 2 as a paragraph. Circle the words that show chronological order.

¹BRITISH: petrol, filled up with petrol.

we lit a candle lit a candle

Spatial Order

Useful Words for Spatial Relations

across	adjacent
across from	midpoint
where	halfway
in which, to which, from which	interior
under	diagonal
over	edge
inside	limit
beside	parallel, parallel to
on top of	perpendicular to
along	opposite
through	overlapping
as far as	exterior
north, south, east, west	intersection
northern, southern, eastern, western	rectangle
to the left/on the left-hand side	square
to the right/on the right-hand side	circle
to the north	vertical
in back/in the back of the _____ /behind the	horizontal
in front/in front of the _____	
in the middle	

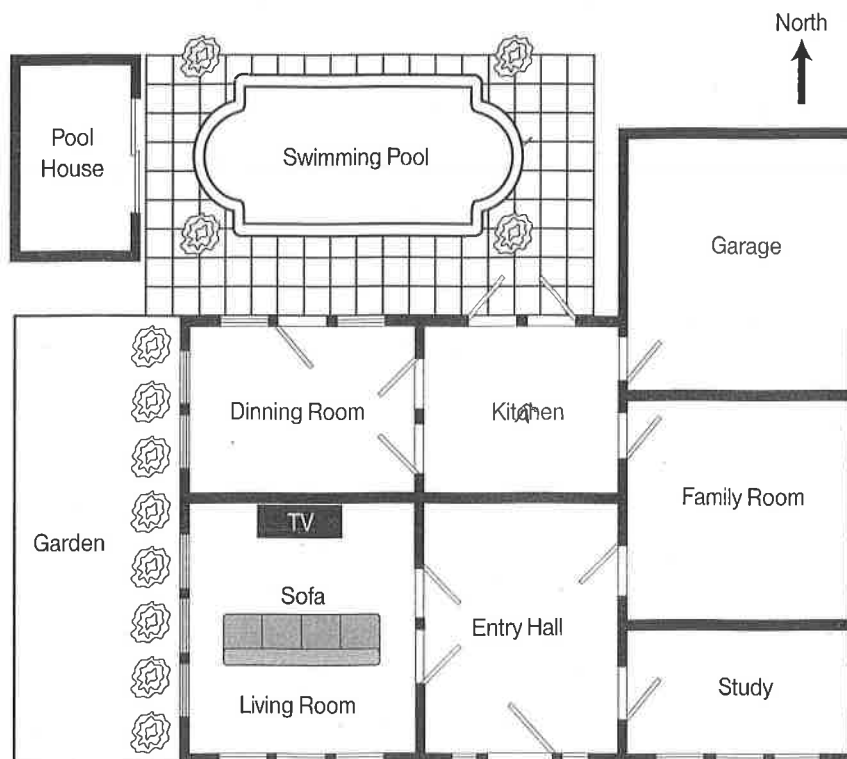
PRACTICE 5

Look at this diagram of the first floor of a suburban house. Complete the blanks with these prepositions of place.

around
behind
beside
between

east
in front of
left
next to

north
right
south
west



1. The entry hall is _____ the living room and the study.
2. The dining room is _____ the kitchen.
3. The garage is to the _____ of the house.
4. The pool house is _____ the garden.
5. The living room sofa is _____ the TV.
6. The garden is on the _____ side of the house.
7. The living room windows are on the _____ and _____ walls.
8. The swimming pool is _____ the house.
9. The family room is _____ the kitchen.
10. There are trees _____ the swimming pool.

Classification

Classification organizes your writing around the grouping or classification of things. You write about how things are similar to one another.

Useful Words for Classification

aspects	important
attributes	insignificant
bases	kinds of
basic kinds of	main kinds of
categories	methods
characteristics	minor
classes	mutually exclusive
classifications	opposing
classify	opposite
contradictory	origins
contrasting	parts
dissimilar	primary, secondary
distinguishable	qualities
divide	significant
divided into __ classes	similar
factors	sources
falls into	types of
fundamental	unimportant

PRACTICE 6

Classify the lists below. Divide each list into two categories. Name each category.

Word List	_____	_____
table		
boy		
frog		
car		
chair		
butterfly		
pencil		71
teacher		

Word List		
doctor		
nurse		
contractor		
hospital		
building plans		
plumber		
patient		
architect		

PRACTICE 7

There are both positive and negative values. What some people see as positive values others see as negative. Match these values with the example sentences. Then, classify these values as either positive or negative. Finally, write a paragraph about either a positive or negative value, using the phrases as examples.

Positive Values	Negative Values

- A** anger
- B** charity
- C** envy
- D** gluttony

- E** greed
- F** hope
- G** humility
- H** justice

- I** kindness
- J** laziness
- K** patience
- L** pride

- 1 _____ I am proud that I am richer than my friends.
- 2 _____ I am kind to everyone, even those who hate me.
- 3 _____ I wish I had a house as big as a palace.
- 4 _____ I eat even though I am not hungry.
- 5 _____ I do not have to be the first in every line¹.
- 6 _____ It makes me mad when I don't win.

¹BRITISH: queue

- 7 _____ I will never have enough money.
- 8 _____ I never brag about myself.
- 9 _____ Tomorrow is another day.
- 10 _____ It's too hot to work.
- 11 _____ I always look on both sides of an argument.
- 12 _____ I give 10 percent of my income to the poor.

Definition

You can write a simple definition of an object like a mobile phone in one sentence. To define a more abstract term like *virtue*, you may need several sentences, perhaps several paragraphs.

Useful Words for Definition

aspect category characteristic clarification clarify class condition define definition	explain explanation form in other words kind method paraphrase type
--	--

PRACTICE 8

Concrete objects like a computer can be defined in one sentence. Abstract objects like humility may take several sentences. Classify these words.

Words	Concrete	Abstract
printer		
success		
loyalty		
sidewalk		
freedom		
love		
black		
swimming		

PRACTICE 9

Write a definition for each concrete term and each abstract term. Try to be very specific in each. When defining abstract terms, it is helpful to use concrete terms as examples.

EXAMPLES

A printer (either laser or ink jet) is a computer peripheral that enables you to have a paper record of the data in your computer.

Success to me is defined as my own 30-seat jet plane and a ten-bedroom yacht.

SUPPORT AN OPINION

Comparison and Contrast

You can define an object or describe a person by comparing or contrasting the object with something else. You can define a pear by comparing it with a peach or contrasting it with a banana. This is a very useful way to organize your material.

Useful Words for Comparison and Contrast

Comparison	Contrast
almost the same as common with correspond to in the same way just as like, alike resemblance resemble similar to similarly to be parallel to	different from differ from even so however in contrast to in opposition to less than more than otherwise slower than, etc. still

PRACTICE 10

Read these questions. Write CON if it's a question asking for contrast. Write COMP if it's a question asking for comparison.

1. ____ How is greed different from envy?
2. ____ How does a mobile¹ phone differ from a landline phone?
3. ____ How are dogs and cats alike?
4. ____ In what ways are trains and planes different?
5. ____ What are the similarities between a chair and a stool?
6. ____ Can you list three ways a restaurant and a cafeteria are alike?
7. ____ What are the differences between classical music and hip hop?
8. ____ How are Japan and Madagascar the same?

¹AMERICAN: cell or mobile

PRACTICE 11

Complete the blanks with words that show comparison or contrast. Use the words in the list below. Some words may be used more than once. Don't forget to add capitals where necessary.

A

Landline phones and cell phones are devices used for communicating with people in other places. The biggest _____ (1) _____ between a landline phone and a mobile phone is that a landline phone stays in one place _____ (2) _____ a mobile phone can go everywhere. A landline phone always stays in your home or office. A mobile phone, _____ (3) _____, can go wherever you go. There is a disadvantage to this. You always know where your landline phone is—on your desk, on the kitchen wall, by the bed, or wherever you keep it. _____ (4) _____ a landline phone, a mobile phone is easily misplaced¹.

in contrast to
while
difference
however

B

A restaurant is a place where you order food and it is brought to your table. A cafeteria is _____ (5) _____ a restaurant, except that in a cafeteria you serve yourself. There are several ways in which a restaurant and a cafeteria are _____ (6) _____. In _____ (7) _____ places you can eat a good meal without cooking it yourself. In a restaurant you select your meal from a menu. In a cafeteria you can also choose your meal from among several different possibilities, _____ (8) _____ in a restaurant. Finally, in _____ (9) _____ a restaurant and a cafeteria, you have to pay for what you eat.

both
alike
similar to
just as

PRACTICE 12

When you write a compare/contrast paragraph, you begin by defining one item and then comparing or contrasting it with the other item.

Read the example below, then write a passage comparing dogs and cats.

EXAMPLE

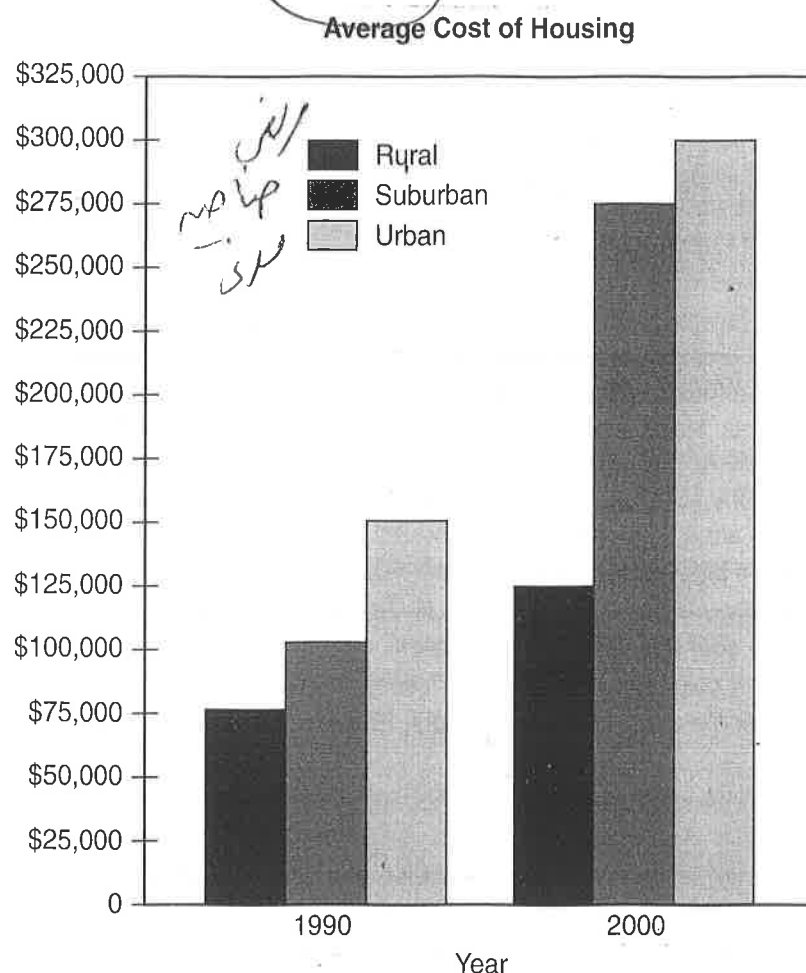
A greedy person is someone who wants more of what he or she already has. An envious person is someone who wants what someone else has. For example, I may envy your car, but a greedy person will want a bigger car than you have plus a big garage to put the car in.

¹BRITISH: mis-placed

PRACTICE 13

Look at the graph and table below. Describe them by comparing and contrasting the information.

- The graph below shows the average cost of housing in three different areas.



- The table below shows information about three different types of restaurants.

	Sit-Down Restaurant	Cafeteria	Fast-Food Restaurant
Average cost of lunch	\$10.00	\$7.00	\$4.50
Average time spent eating lunch	45 min.	30 min.	20 min.
Average cost of dinner	\$17.00	\$9.50	\$5.00
Average time spent eating dinner	60 min.	45 min.	20 min.

Cause and Effect

A cause and effect relationship is a very useful organizational style. Something happens because something else happened. I turned on the air conditioner and the room became cooler.

Cause and effect is similar to chronological order. First something happens followed by something else. But in cause and effect, there is a definite relationship between the two.

Useful Words for Cause and Effect

accordingly as a result because because of consequently due to for this reason	have an effect on hence owing to reason for since so therefore thus
--	--

PRACTICE 14

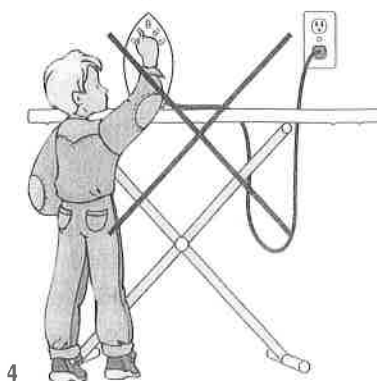
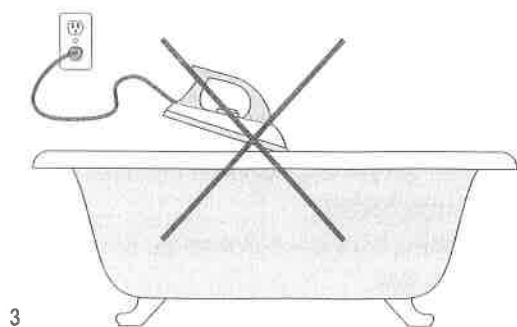
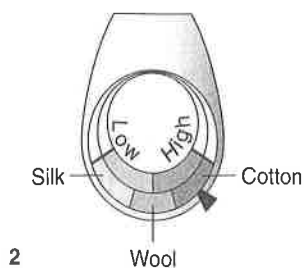
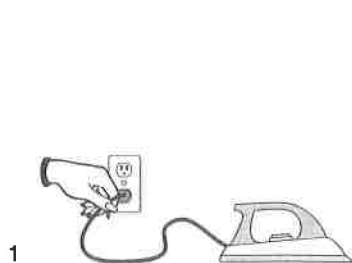
Read these sentences. Write if they are cause and effect (c/e) or simply chronological order (co).

1. ____ I passed through security at the airport. I waited at the gate for my flight.
2. ____ I ate too many helpings of dessert. Now I have a stomachache.
3. ____ It rained all week. The streets were flooded.
4. ____ My mother's birthday is next week. I will buy her a present.
5. ____ James finished high school last June. In September he will start college.
6. ____ I put on my coat and scarf. I went outside.
7. ____ It was a very cold day. I put on a warm coat.
8. ____ Sarah got home after midnight last night. She's very tired today.

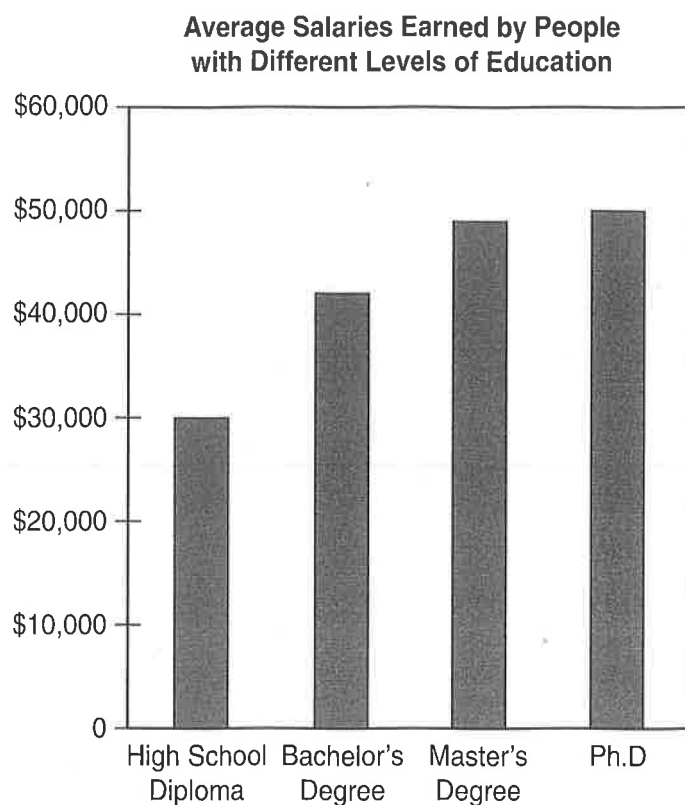
PRACTICE 15

Look at these graphics. Write a paragraph using cause and effect to organize your writing.

1. The instructions below come in a box with a new iron.



2. The graph below shows the average salaries earned by people with different levels of education.



Prediction

A prediction is your guess about what will happen in the future. You base this prediction on the facts you know. A prediction is similar to an inference. It is an educated guess that you deduced from the evidence.

Useful Words for Prediction

forecast foresee future in the future infer likely make a prediction about most likely plan plan to	predict predictable presume probable result projection the end result the future implications of the most likely outcome the next step
--	--

PRACTICE 16

Complete these sentences with the appropriate predictions.

Statements

1. If governments do not do something about global warming, _____.
2. The cost of gasoline¹ is rising very quickly. In the future, _____.

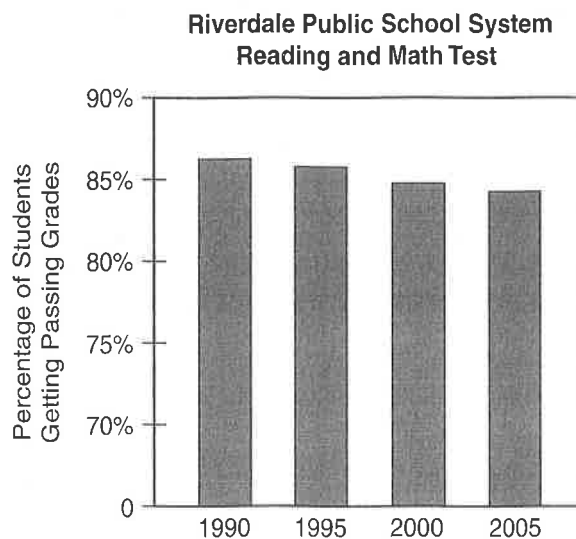
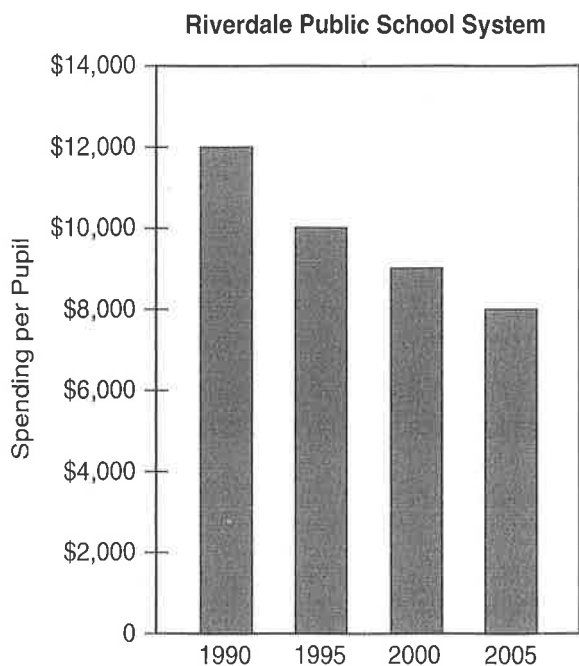
Predictions

- A. The ice shelves are likely to melt and the sea level will probably rise.
- B. People may start using public transportation more often.

PRACTICE 17

Look at the following charts and graphs. Describe the data and then make predictions about what will happen next.

1.

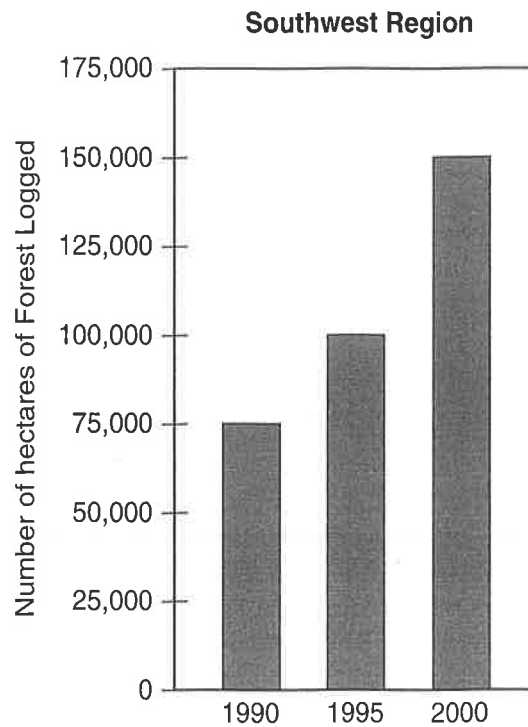


By 2010, the schools will likely _____.

By 2010, the pupils will probably _____.

¹BRITISH: petrol

2.



Number of Forest-Dwelling Species in the Southwest

<i>Animals</i>	<i>1998</i>	<i>2002</i>
Mammals	3	2
Birds	7	5
Amphibians	5	3

By 2005, the number of hectares of forest logged will likely _____.

By 2007, the number of forest-dwelling species will likely _____.

GRAMMATICAL RANGE AND ACCURACY

In addition to good organization of ideas and variety of vocabulary, a well-written essay has well-written sentences. It has variety of sentence structure and sentence length that holds the reader's interest and helps make the ideas clear. Naturally, correct grammatical structures are used.

Target 13—Pronouns

Pronouns are used to replace or refer to nouns so that you don't have to keep repeating the same word over and over.

Pronouns

Subject:	he this	she that	it these	they those
Object:	his this	her that	it these	them those
Possessive:	his	her	its	their

PRACTICE

Choose the correct pronoun to complete each sentence. Add capital letters where necessary.

her they them their this it

I feel that your evening TV programs are not very interesting, and I am sure that few people watch (1) _____. For example, last night I watched a drama program on your channel. (2) _____ was one of the most boring programs I have ever seen. The leading actress was not very inspiring, and (3) _____ voice made me want to fall asleep. If you continue to show programs like (4) _____, you will probably lose most of your viewers. (5) _____ will choose to watch channels with more interesting programs instead. Then your advertisers may well decide that (6) _____ advertising money would be better spent on channels that have a larger audience.

Target 14—Parallel Structures

Parallel structures are structures that follow the same pattern. When you write with parallel structures, your writing has a rhythm that is easy to follow. It helps make your ideas easier to understand.

EXAMPLES

Parallel subjects Play and study are two ways children can use a computer.

Playing and studying are two ways children can use a computer.

In both of the above examples the subjects are parallel. In the first example, they are two simple nouns. In the second example, they are two gerunds.

Not parallel Playing and study are two things children can use a computer for.

In this example, one word is a gerund and the other is not. The words are not parallel, and the sentence is awkward.

Parallel verbs I reached out my hand, grabbed a glass, and noticed that the watch was gone.

The village is growing and becoming more prosperous.

The verbs in each of these examples are parallel because they are all in the same tense. It is not necessary to repeat an auxiliary verb (such as the verb *be* in a continuous tense) to keep verbs parallel within a clause.

Not parallel Maple syrup is a popular treat and also tastes good.

This example is grammatically correct, but it is not parallel. It uses an adjective, *popular*, and a verb, *tastes*, to describe maple syrup.

Parallel adjectives Maple syrup is a popular and tasty treat.

This example is parallel because it uses two similar words, that is, two adjectives, to describe maple syrup.

Not parallel The house was painted, and we repaired the roof.

Parallel verbs The house was painted and the roof was repaired.

The first example uses passive voice in the first clause and active voice in the second clause. The grammar is correct, but the sentence is not parallel. The second example uses passive voice in both clauses. It is parallel.

PRACTICE

Look at the two underlined words and phrases in each sentence or set of sentences below. Change the second one to make it parallel with the first.

1. Many children like looking for information on the Internet and to play online games.
2. People watch TV for entertainment and to be informed.
3. I will be in your neighborhood tomorrow and am going to bring you the check then.
4. A life that is all work and no playing is a very dull life indeed.
5. The TV programs I am recommending are very amusing and also educate.
6. Now, the citizens of Palm Grove can earn a good living from tourism, but they are no longer able to enjoy the simple, peaceful life they once had.
7. Home-cooked meals are more nutritious, and I like the taste better, too.
8. The hotel district was expanded, and people removed the fishing docks.

Target 15— Coherence

In a well-written essay, there is a clear relationship between sentences and between ideas. They all fit together well. This is coherence. Repeating words and rephrasing ideas are two ways to provide coherence to an essay.

Repeating

Repeating words and phrases adds rhythm to a paragraph and links similar ideas. In the paragraph below, notice how the phrase *It gives* is used several times.

Physical education teaches children much more than the rules to a few sports. *It gives* children the opportunity to learn some important life skills. *It gives* them experience with teamwork. *It gives* them the chance to know how it feels to win and to lose. These are things that have importance in all areas in life, not just on a sports field.

Rephrasing

When you rephrase an idea, you say it again in a different way. This gives the reader a second chance to understand your idea and helps connect one idea to the next. Using synonyms is one way to rephrase.

One problem that *older people face is isolation*. Many of them are widowed, and their children are no longer living with them. Serious physical and mental health problems can arise when *people feel lonely*.

Notice how the two italicized phrases in the paragraph above essentially mean the same thing. Now look at another example, noticing the meaning of the two italicized phrases.

Family members can provide much-needed *companionship*. Even if an elderly parent does not live with his or her grown children, they can all *spend important time together*.

PRACTICE

Choose which phrase or sentence best completes the paragraph and makes it cohesive. Use the italicized phrases to guide you in your choices.

The best thing about TV is that there is a variety of programs. *There are news programs for serious people. There are films and cartoons for people who want to be entertained.* (1) _____ The variety of TV programs needs to be protected even if it means allowing some of them to show violence.

1. (A) People also enjoy watching baseball and soccer games.
(B) There are baseball and soccer games for people who enjoy sports.
(C) We can see baseball and soccer games, too.

I am responsible about my finances. Your records will show that I have always paid my credit card bills *on time*. (2) My _____ makes me a desirable customer, and I am sure you wouldn't want to lose my business.

2. (A) punctuality
(B) financial know-how
(C) honesty

By the year 2050, the suburban population will have *increased* to almost 60% of the population of the entire region. This (3) _____ will put heavy *demands* on public services. The regional government will have to start making adjustments now in order to meet the (4) _____ of the future.

3. (A) area
(B) number
(C) growth
4. (A) people
(B) needs
(C) services

Art brings beauty into our lives. It enriches us in many ways. *It nourishes our minds. It nourishes our spirits.* (5) _____. Without access to art, our lives would be greatly impoverished.

5. (A) It is good for our bodies, too.
(B) It also contributes to our physical health.
(C) You could even say it nourishes our bodies.

5. _____	By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.
6. _____	
7. _____	
8. _____	By 2000, an airport had been built just outside Palm Grove. This apparently changed the town into a resort. The hotel district was greatly expanded, and the fishing docks were removed. Probably most local residents now work in the tourist industry.
9. _____	
10. _____	
11. _____	

Target 17—Voice

There are two voices in English: active and passive. You can vary your writing by varying the voice you use. Some students think it is more impressive to use a lot of passive voice. This isn't necessarily true. The active voice is often clearer.

Choose the voice that best suits your purpose. Active voice emphasizes the doer while passive voice emphasizes the action itself or the recipient of the action. We often use passive voice when it is not clear or important who or what the doer is.

Active Voice

Parents should limit their children's computer time.

In this example, the focus is on the parents—it is they, not teachers, babysitters, or somebody else, who should limit children's computer time.

Passive Voice

Children's computer time should be limited.

In this example, the focus is on children's computer time—not on their playtime, study time, or any other way they may spend their time.

PRACTICE

Choose the active sentence that has the same meaning as the passive sentence.

- Delicious and nutritious food can be prepared at home with the help of the entire family.
 - Delicious and nutritious food prepares the family to be at home.
 - Preparing delicious and nutritious food at home helps the entire family.
 - The entire family can help to prepare delicious and nutritious food at home.
- The price of the watch was estimated for me by a jeweler in town.
 - A jeweler in town gave me an estimate for the price of the watch.
 - I estimated the price of the watch by looking at jewelry in town.
 - Prices at the jeweler's in town are close to what I estimated.

3. These programs do not enjoy wide popularity and are watched by only a small audience.
 - (A) The audience widely enjoys watching these programs.
 - (B) Only a small audience watches these unpopular programs.
 - (C) The audience popularizes these programs by watching and enjoying them.

4. Elderly parents should be cared for by their own family members, who love them more than a paid caretaker can.
 - (A) Family members should pay caretakers to care for their parents because they love them.
 - (B) Family members should be the ones to take care of their elderly parents because they love them more than any paid caretaker can.
 - (C) Family members should love their elderly parents more than any paid caretaker can.

5. When art is taught in schools, children learn to appreciate creativity and beauty.
 - (A) Teachers teach about creativity and beauty to children who study in art schools.
 - (B) Schools teach art to children who are creative and beautiful.
 - (C) Children learn appreciation for creativity and beauty when teachers teach them about art.

REVISION

Target 18—Using a Revision Checklist

When you respond to the writing tasks, you need to leave a few minutes at the end of each task to revise your writing. You need to check that you responded to all parts of the task. You need to make sure that your ideas are well organized and that you used correct language and punctuation. Here is a checklist that you can use to guide your revision.

REVISION CHECKLIST

RESPONDING TO THE TASK

- ☐ Did I complete the task?
- ☐ Did I write enough words?
- ☐ Did I complete the task on time?

COHERENCE AND COHESION

- ☐ Did I write a thesis statement?
- ☐ Did I write a topic sentence for each paragraph?
- ☐ Did I write supporting details in each paragraph?
- ☐ Did I write a conclusion?

LEXICAL RESOURCE

- ☐ Did I use transition words?
- ☐ Did I use a variety of vocabulary?

GRAMMATICAL RANGE AND ACCURACY

- ☐ Did I use parallel structures?
- ☐ Did I use a variety of sentence patterns?
- ☐ Did I use correct spelling and punctuation?

Look at the following model writing task and response from Target 5. Notice how the response can be checked against the revision checklist.

Academic Task 2

You should spend about 40 minutes on this task.

There should be laws to control the amount and type of violence shown on television programs.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

While it is true that there is violence on television, each individual has his or her own idea about how much is too much. Fortunately, we are all free to choose which TV programs we want to watch. Laws are not necessary to help us decide.

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. Because of this, it's easy for everyone to avoid violent programs if they want to.

Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Thus, parents have a way to protect their children from seeing shows that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are movies and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

We each have our own ideas about what is too violent and what isn't. It would be difficult to make laws about violence on TV that would satisfy everybody. It is better to let each individual make his or her own choice about what to watch.

Responding to the Task

REVISION CHECKLIST

RESPONDING TO THE TASK

- ☒ Did I complete the task?
- ☒ Did I write enough words?
- ☒ Did I complete the task on time?

Did I Complete the Task?

The task asks the writer to agree or disagree with the statement. The last sentence of the first paragraph, *Laws are not necessary to help us decide*, states the writer's disagreement. The task also asks for reasons and examples. The second, third, and fourth paragraphs each explain a reason for the writer's opinion, and they include examples to explain and support the reasons.

Did I Write Enough Words?

This passage is 262 words, 12 more than the minimum required.

Did I Complete the Task on Time?

The task was completed in less than 40 minutes.

Coherence and Cohesion

REVISION CHECKLIST

COHERENCE AND COHESION

- ☒ Did I write a thesis statement?
- ☒ Did I write a topic sentence for each paragraph?
- ☒ Did I write supporting details in each paragraph?
- ☒ Did I write a conclusion?

Did I Write a Thesis Statement?

The last two sentences of the first paragraph, *Fortunately, we are all free to choose which TV programs we want to watch. Laws are not necessary to help us decide*, are the thesis statement. They state the writer's opinion, which is explained and supported in the body of the essay.

Did I Write a Topic Sentence for Each Paragraph?

The first sentence of each paragraph in the body of the essay (paragraphs 2, 3, and 4) is the topic sentence.

Did I Write Supporting Details in Each Paragraph?

Each topic sentence is followed by details that support it.

Did I Write a Conclusion?

The last paragraph is the conclusion. In this paragraph the reader is reminded of the thesis, that laws about violence on television are not necessary, and there is a recommendation: *It is better to let each individual make his or her own choice about what to watch.*

Lexical Resource**REVISION CHECKLIST****LEXICAL RESOURCE**

- ☒ Did I use transition words?
- ☒ Did I use a variety of vocabulary?

Did I Use Transition Words?

This passage uses appropriate transition words, for example:

Paragraph 2: *also*—adds information
because of—shows cause and effect

Paragraph 3: *thus*—shows cause and effect
also—adds information

Did I Use a Variety of Vocabulary?

This passage does not have too many repetitions of words. It uses a variety of ways to state similar ideas, for example, *block*, *protect*, and *avoid* are used to convey the idea of *not watching* certain programs.

Grammatical Range and Accuracy

REVISION CHECKLIST

GRAMMATICAL RANGE AND ACCURACY

- ☒ Did I use parallel structures?
- ☒ Did I use a variety of sentence structures?
- ☒ Did I use correct spelling and punctuation?

Did I Use Parallel Structures?

The fourth paragraph uses parallel structures: *There are news programs for serious people. There are movies and cartoons for people who want to be entertained.*

Did I Use a Variety of Sentence Structures?

This passage uses a variety of sentence structures, for example:

Complex: *While it is true that there is violence on television, each individual has his or her own idea about how much is too much.*

There are movies and cartoons for people who want to be entertained.

Simple: *Most newspapers publish a schedule of TV programs every day.*

There are news programs for serious people.

Compound-complex: *We each have our own ideas about what is too violent and what isn't.*

Did I Use Correct Spelling and Punctuation?

This passage has no spelling or punctuation errors.

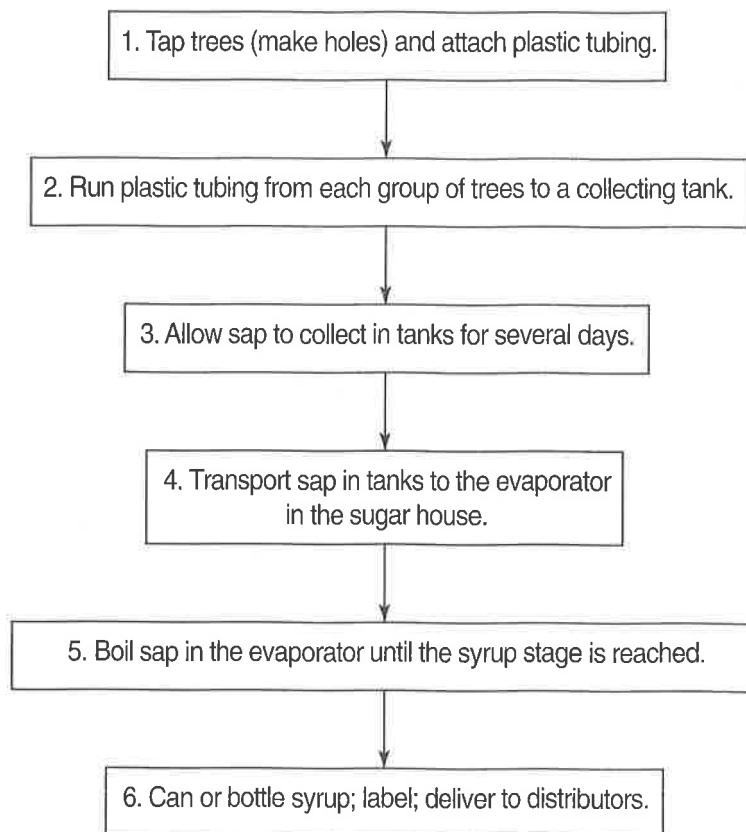
PRACTICE 1

Complete each essay by answering the questions that follow.

Academic Task 1

The diagram below shows the steps in the process of making maple syrup from the sap of the sugar maple tree.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Making Maple Syrup from the Sugar Maple Tree

Note: It takes 40 gallons of sap to make one gallon of syrup.

Maple syrup is made from the sap of the sugar maple tree. (1) _____
The sap has to be collected, boiled, and prepared for distribution.

(2) _____ This is done by tapping the trees, or making holes in them, and connecting plastic tubing to the holes. The plastic tubing from each group of trees are run to a collecting tank. The sap drips through the tubes and collects in the tank over a period of several days.

After the sap has collected in the tank, the full tank is transported to the sugar house and put into the evaporator. (3) _____ the sap is boiled until it reaches the syrup stage. A lot of sap has to be boiled because it takes 40 gallons of it to make just one gallon of syrup.

The syrup is put into cans or bottles and labeled. (4) _____

It takes a lot of work to make maple syrup. However, it is a tasty treat that is well worth the effort.

1. Choose the best thesis statement.
 - (A) It is a sweet syrup that people enjoy eating on their pancakes and waffles.
 - (B) The syrup maker has to collect 40 gallons of sap for each gallon of syrup.
 - (C) It is a process that involves several steps.
2. Choose the best topic sentence for this paragraph.
 - (A) First, the sap has to be collected from the tree.
 - (B) First, sugar maple trees have to be identified.
 - (C) First, the sap has to be cooked for a long time.
3. Choose the best transition word for this sentence.
 - (A) For example,
 - (B) Then
 - (C) Therefore,
4. Choose the missing supporting detail.
 - (A) The syrup maker's name is always on the label.
 - (B) These are then delivered to the distributor for sale.
 - (C) Tourists enjoy buying cans of maple syrup to use as gifts.

General Training Task 1

You borrowed a friend's gold watch to wear to a party. Unfortunately, the watch fell off your wrist and you lost it. Write a letter to the owner of the watch. In your letter

- ***apologize for the loss***
- ***explain what happened***
- ***tell what you want to do about it***

Dear John,

I have some unfortunate news to tell you. I am very, very sorry that I lost the beautiful gold watch that you were so kind to lend me. It fell off my wrist while I was at a party last night. (5) _____

(6) _____ It must have fallen off while I was dancing, (7) _____ I didn't notice it at the time. When I went to get a drink, I reached out my hand, grabbed a glass, and then noticed that the watch was no longer on my wrist.

I plan to repay you for the watch. (8) _____ I know the watch has sentimental value that is irreplaceable, but at least I can send you some money.

Again, I apologize for losing something that I know you value highly. I hope you won't let this get in the way of our friendship.

Your friend,
George

5. Choose the best general idea to complete the introduction.
 - (A) I would like to send you a check for the full value of the watch.
 - (B) I enjoyed wearing the watch before I lost it.
 - (C) I stayed too late at the party and was very tired when I got home.
6. Choose the best topic sentence for this paragraph.
 - (A) I wish I had a nice gold watch of my own.
 - (B) The watch looked very nice with my new suit.
 - (C) As you know, I wore your gold watch at my cousin's graduation party.
7. Choose the best transition word for this sentence.
 - (A) for example
 - (B) then
 - (C) although
8. Choose the missing supporting detail.
 - (A) It's a good idea to have a nice watch to wear on special occasions.
 - (B) Please let me know its value, and I will send you a check.
 - (C) I have a very nice watch, but it isn't made of gold.

General Training Task 2

In many parts of the world, people are relying more and more on prepared food from grocery stores or restaurants because they are too busy to cook at home. This is a bad idea because home-cooked food is much better for us.

To what extent do you agree or disagree?

(9) _____ In the first place, it is more nutritious than store-bought or restaurant food. It is also less expensive. In addition, preparing and eating home-cooked food helps strengthen family bonds.

Home-cooked food has higher nutritional value than prepared food. A lot of prepared food is high in sugar and fat. It is also not very fresh, so it has lost nutritional value while sitting on the shelf waiting to be bought. (10) _____, it often contains highly refined products, such as white flour, which are not as good for our health as whole grain products are.

(11) _____ A restaurant meal, even at a fast-food restaurant, is more expensive than a meal at home. Additionally, you have to tip the server and pay for transportation to and from the restaurant. Buying a pre-packaged meal at a grocery store is not any better. It costs a lot more than buying the ingredients and preparing the meal yourself.

Family ties grow stronger when family members cook and eat meals together. When family members prepare a meal together, they spend time together. They have the chance to share ideas and discuss problems. (12) _____ They have fun as a family. Their relationships are stronger.

Home-cooked food is good for our health, our wallets, and our family relationships. There is no reason to eat prepared food on a regular basis.

9. Choose the best thesis statement.
 - (A) Home-cooked food is better for us than prepared food in several ways.
 - (B) Home-cooked food takes time to prepare, but it tastes very good.
 - (C) Home-cooked food requires following several steps.
10. Choose the best transition word for this sentence.
 - (A) However
 - (B) In addition
 - (C) For instance
11. Choose the best topic sentence for this paragraph.
 - (A) Eating at a restaurant is not as simple as it looks.
 - (B) Many people enjoy eating at restaurants.
 - (C) It costs a lot of money to buy prepared food.
12. Choose the missing supporting detail.
 - (A) They prepare healthy meals.
 - (B) They learn to communicate with each other.
 - (C) They may have a large or small family.

PRACTICE 2

Read the following essay and use the revision checklist below to identify what is missing or incorrect. Then rewrite the essay, adding the missing parts and correcting the errors.

REVISION CHECKLIST

RESPONDING TO THE TASK

- ☐ Did I complete the task?
- ☐ Did I write enough words?
- ☐ Did I complete the task on time?

COHERENCE AND COHESION

- ☐ Did I write a thesis statement?
- ☐ Did I write a topic sentence for each paragraph?
- ☐ Did I write supporting details in each paragraph?
- ☐ Did I write a conclusion?

LEXICAL RESOURCE

- ☐ Did I use transition words?
- ☐ Did I use a variety of vocabulary?

GRAMMATICAL RANGE AND ACCURACY

- ☐ Did I use parallel structures?
- ☐ Did I use a variety of sentence patterns?
- ☐ Did I use correct spelling and punctuation?

Commas are used in the middle of sentence in certain situations:

- In a list of three or more things
Home-cooked food is nutritious, tasty, and inexpensive.
I reached out my hand, grabbed a glass, and noticed that the watch was gone.
- To separate transition words from the rest of the sentence
Additionally, physical education teaches children important skills such as teamwork.
Children, however, should not be exposed to these violent television programs.
- Between two independent clauses
I watch television every evening, and I know what kinds of programs are being shown.
Art and music classes are important, but academic classes are even more important.
- To separate a non-restrictive clause
Parents, who are responsible for the well being of their children, should carefully monitor their children's computer time.
Maple syrup, which is made from the sap of the sugar maple tree, is an expensive but tasty treat.
- After a subordinate clause at the beginning of a sentence
If I had been more careful, I wouldn't have lost the watch.
Although one can find information about almost anything on the Internet, the information isn't always reliable.

TEST TIP

Don't forget to indent at the beginning of each paragraph.

PRACTICE

Read the following paragraphs and check for punctuation errors. Then copy each paragraph on a separate piece of paper, correcting the punctuation as follows: indent, add capital letters and commas, and change periods to question marks where necessary.

1.

many families enjoy watching television together during the early evening hours. therefore programs shown during this time should be suitable for children. do you really think it is appropriate for children to see programs that involve shooting fistfights and other forms of violence. most parents do not and they change the channel when such programs are shown.

2.

it is important for children to know how to use computers, but it is also important for them to spend time on other activities. when children spend a lot of time at the computer they spend less time playing outside. they spend less time interacting with other people. they miss out on activities that are important for their physical and emotional development.

3.

i have a lot of fun activities planned for your visit. john who is my next-door neighbor has promised to take us white-water rafting. have you ever done that before. it's a lot of fun and you will surely enjoy it. however there are plenty of other things we can do if you don't want to go rafting. we can ride bikes go to the movies or just relax at home.

4.

tourism which brings a lot of money to the town of palm grove is an important part of the local economy. tourist dollars pay the salaries of hotel employees restaurant servers and airport workers. all of these people earn a lot more money from tourism than they ever did from fishing. in addition they now have steady jobs with a steady income.

Writing Samples

Sample responses to the IELTS writing tasks with scores can be seen at www.ielts.org under Teacher Resources.

7

SPEAKING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Speaking Tips

- **SPEAKING SKILLS**

- Part 1: Introduction and Interview**

- Target 1—Identifying Yourself
 - Target 2—Giving Information

- Part 2: Long Turn**

- Target 3—Organizing a Topic
 - Target 4—Discussing a Topic
 - Target 5—Verb Tenses
 - Target 6—Sequence
 - Target 7—Comparing and Contrasting
 - Target 8—Explaining
 - Target 9—Describing
 - Target 10—Responding to Follow-up Questions

- Part 3: Discussion**

- Target 11—Explaining an Issue in Depth
 - Target 12—Describing an Issue in Depth
 - Target 13—Comparing and Contrasting an Issue in Depth
 - Target 14—Giving an In-Depth Opinion

- General Speaking Skills**

- Target 15—Asking for Clarification
 - Target 16—Delay Tactics
 - Target 17—Avoiding Short Answers
 - Target 18—Word Families and Stress
 - Target 19—Sentence Stress
 - Target 20—Transition Words and Intonation
 - Target 21—Lists and Intonation

QUICK STUDY

Overview

There are three parts to the Speaking module, which lasts between 11 and 14 minutes. You will be alone in a room with one examiner, who will ask you questions and ask you to talk on certain topics. The interview will be recorded. You will be able to make notes in Part 2 only.

The Speaking modules are the same for both the Academic and the General Training versions of the IELTS. Topics include discussions about you, your family, etc.

Speaking Module

Part	Time	Tasks
1	4–5 minutes	Answer questions about yourself and your activities
2	3–4 minutes: 1 minute, preparation 1–2 minutes speaking 1 minute follow-up questions	Talk on a topic presented on a task card
3	4–5 minutes	Discuss with examiner issues related to the topic in Part 2

Question Types

There are a variety of questions and prompts the examiner will use to get you to talk during the IELTS Speaking module. You should be familiar with these types.

- Part 1 *Wh-* questions
 Yes/No questions
- Part 2 Describe and explain
 Wh- questions
 Yes/No questions
- Part 3 *Wh-* questions
 Yes/No questions

The following activities will help you become familiar with these question types.

Part 1

PRACTICE A

Write the answers to the examiner's questions for Part 1.

1. What is your name?

2. How do you spell it?

3. Do you have your proof of identification? May I see it?

4. Let's talk about where you live. Can you describe your neighborhood?

5. What is an advantage of living there?

6. What is a disadvantage of living there?

7. Let's talk about jobs. What kind of job do you have?

8. What is the best thing about your job?

9. Let's talk about free time. What is one activity you enjoy doing in your free time?

10. How did you become interested in this activity?

PRACTICE B

Pretend you are taking the Speaking module. The examiner asked you the questions in Practice A. Now give your answers aloud to the examiner's questions for Part 1.

Part 2**PRACTICE C**

Make notes to answer the questions on the Task Card for Part 2. Try to do this in one minute.

Task card

Describe a place that you like to go.

You should say:

where the place is
how you get there
what it looks like

and explain why you like this place.

Completed

Notes:

Place

Location

Transportation

Appearance

Why I like it

PRACTICE D

Pretend you are taking the Speaking module. The examiner gave you the Task Card in Practice C. Now give your answers out loud to the examiner's questions for Part 2.

PRACTICE E

Write the answers to the examiner's follow-up questions for Part 2.

1. Do you go on your own to this place?

2. Are there similar places you like to go?

PRACTICE F

Pretend you are taking the Speaking module. The examiner asked you the questions in Practice E. Now give your answers out loud to the examiner's questions for Part 2 follow-up.

Part 3

PRACTICE G

Write the answers to the examiner's questions for Part 3. Note that these questions are related to the theme of Part 2.

1. Let's consider why people need to vary their surroundings.
 - What kinds of vacations¹ do most people take?
 - Are these different places than people used to go in the past?

2. Finally, let's talk about leisure time.
 - Why is leisure time important?

Speaking Tips

TIPS TO HELP YOU WHILE TAKING THE TEST

1. **Focus on the task.** Think what the examiner is asking you. Respond precisely to the question or topic.
2. **Speak clearly.** Sit up straight. Talk directly to the examiner. Do not be afraid to make eye contact.
3. **Speak loudly.** Make sure you are heard, but do not yell.
4. **Bring a watch.** You will have one minute to prepare your answer for Part 2. Glance at your watch to make sure you have enough time to complete your task.
5. **Laugh.** Do this before you meet the examiner. Before the speaking test begins, tell yourself a joke or think of something funny. Start to laugh. Laugh harder. Laugh louder. Laughter will make you feel better and more relaxed. It will also push air into your lungs and help you speak better. People around you may think you're crazy², but you're there to do well on the IELTS, not to impress people with your sanity.
6. **Smile.** Smile at the examiner. This will put both of you at ease and make you both more comfortable.
7. Don't try to memorize answers in advance.

TIPS TO HELP YOU STUDY FOR THE SPEAKING TEST

1. **Talk to yourself.** When you walk down the street, pay attention to the things around you. What do the buildings look like? Is there a lot of traffic? How is the weather? Is this a typical day and scene in your city? In your mind, describe the scene to someone in English. Imagine a person who has never visited your city, and describe the scene to that person.

You can do the same thing at school, at work, or anywhere you go. Imagine describing the scene to a person from another country. Explain the customs of people in your country: how they dress, act, and talk in the different situations that you describe.

¹BRITISH: holidays

²BRITISH: mad

2. **Make up stories.** Use your imagination. Look around you on the street, on the bus, on the elevator, wherever you are. Who are those people? Where are they going and why? What are they carrying? What will they do with what they are carrying? Imagine yourself in the story. What would you say to these people?
Ask yourself questions about everything and everyone you see. How did it get here? Why is it here? What will happen to it next?
3. **Make your daily plans.** Do you talk to yourself about your plans for the day when you get up in the morning? Do this in English. If you have to decide what clothes to wear, what to have for breakfast, if you will walk or take the bus, think about these decisions in English. If you make a shopping list or a reading list or a list of chores, you can do this in English too.
4. **Think about your job.** Imagine you are at a job interview. Talk about your educational and work background. What kind of training and experience do you have? What can you do well? How do you see your future? In your mind, try to sell yourself to a future employer by talking about your strengths and good qualities.
5. **Explain your interests.** Choose a hobby or free time interest that you have. Imagine that you are teaching another person how to do it. Explain everything step by step. Describe any equipment or tools that are needed. Then pick another hobby and do it again.
6. **Read books, watch movies and TV.** Think about a book, film, or TV show that you really enjoy. In your mind, tell another person what it is about and why you like it. Think about a book, film, or TV show that you dislike. Explain why you don't like it.
7. **Read about the news.** When you read the newspaper or watch the news on TV, think about it in English. How could you explain it to another person in English? How could you explain your own opinions or feelings about particular news events?
8. **Talk to everyone you meet.** Talk to cashiers, bus drivers, neighbors—everyone!

What the Examiner Measures

FLUENCY AND COHERENCE

When you answer the examiner's questions or talk about a topic, your speech must be fluent and cohesive. This means the words you use must fit the situation, and these words must come quickly. You must address the topic fully, and your ideas must be tied together.

It is important to speak for a least one full minute during Part 2. You can speak up to two minutes if you can. There is no penalty for speaking over one minute. The examiner will tell you to stop and will then ask a question related to the topic.

ACCURACY

Accuracy is very important. An examiner will listen to your vocabulary, your grammar, and your pronunciation. She or he will want to make sure that you have a large enough vocabulary to express yourself easily and be understood completely.

The examiner will want to make sure that the grammar you use is varied and appropriate to what you want to say.

The examiner will, of course, be paying close attention to your pronunciation. Your speech must be comprehensible. You can have an accent, but the words must be intelligible.

SPEAKING SKILLS

PART 1: INTRODUCTION AND INTERVIEW

Target 1—Identifying Yourself

There are three ways you can talk about yourself—factual, physical, and emotional. Look at these model introductions. When introducing yourself to the examiner, you will only use factual words.

Factually—My name is Jose Maria Menendez. My first name is spelled J-O-S-E and my last name ends in “Z” not “S.” People often have trouble when spelling my name. My identity number is C-9870-667.

Physically—I am almost 6 feet tall. My hair color is brown, the same color as my eyes.

Emotionally—I’m a serious student, but I like to laugh, too. I spend a lot of time studying, but on weekends, I like to go out with my friends.

Brown hair man.

TEST TIP

When you say a string of numbers, use the single-digit number. For example, for C-9870-667, don’t say: C-ninety-eight seventy sixty-six seven. You’ll be less likely to make a mistake by keeping it simple: C nine eight seven zero six six seven.

Useful Factual Words

first name	begins with
last name	employer
surname	occupation
ends with	date of birth

PRACTICE 1

Complete this form about yourself. This will help you organize your personal information.

Personal Information Form	
First Name	_____
Middle Name	_____
Last Name ¹	_____
Age	_____
Address	_____ _____
Nationality	_____
Native Language	_____
Other Languages	_____
Occupation	_____
Name of Employer	_____
Name of School	_____
Forms of Identification:	
Passport Number	_____
Driver's License Number	_____
Other ID Number	_____

Write five sentences about yourself. Use the examples as models. Then, without looking at the form or sentences, describe yourself out loud. Record your description and listen to it. Record yourself speaking about the topic in different ways. Vary the vocabulary that you use and the order that you present the information. You only get one chance during the exam. This is your time to practice.

1. _____
2. _____
3. _____
4. _____
5. _____

¹BRITISH: surname

Target 2—Giving Information

YOUR FAMILY

When talking about your family, it is simpler to talk about them factually.

EXAMPLE 1

I have a very small family. There is only my mother, father, and me. I'm an only child.

EXAMPLE 2

I have a very large family. I have three brothers and two sisters. I am the youngest. One of my brothers still lives with my parents; my other siblings have all married and moved to their own homes.

EXAMPLE 3

My father died when I was ten. I was brought up by my mother and grandparents. My mother and two sisters and I still live with my grandfather.

TEST TIP

You don't have to tell the examiner everything. She or he is not judging you. Just provide some basic information. If you don't want to talk about your family, talk about someone else's family.

Useful Words

parents	married	live with
relations	single	die/passed away
youngest/oldest	divorced	moved out
middle child	widowed	raised by
only child		

PRACTICE 1

Complete this form about your family. This will help you organize your personal information.

Family Information Form

	Relationship to You	Name	Age	Marital Status	Occupation	Other Information
Parents	mother					
	father					
Siblings						
Other Relatives						

Write four sentences about your family. Use the examples as a model. Then, without looking at the form or sentences, describe your family out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

1. _____
2. _____
3. _____
4. _____

YOUR HOME AND HOMETOWN

You may be asked to talk about your home, your neighborhood, or your hometown. You can talk generally about these, or you can talk more personally. Try to have a lot of specific details prepared. This will help your answers be more cohesive and fluent.

Home

We live in a flat¹ in the old section of the city. It was once a large home that was converted to several flats. Now, five families live in this home. We have two bedrooms: one for me and one for my parents. There is a large living room and a kitchen with a small balcony overlooking the street. The streets are very narrow, and there are no trees.

¹AMERICAN: apartment

Neighborhood¹

I was born in Beijing. Even though it is a very large city and the capital, we live in a part that is like a small village. We know everyone here. On the corner of my street, there is a small grocery store. Across from that, there is a dry cleaner. Next to the dry cleaner is a big clothing store. On the corner opposite the grocery store, there is a bus stop so we can easily go anywhere in the city.

Useful Words

Type	Relation	Description
balcony	across from	large/small
one-bedroom	along	spacious
kitchen	behind	airy
section/area	beside	narrow
grocery store	corner	old/new
park	end	lots
post office	facing	a lot of
department store	in back/front/middle of	big
taxi stand/rank	left-hand/right-hand side	
clothing store	near	
dry cleaner	next to	
park	overlooking	

PRACTICE 2

Complete these forms about your home and neighborhood. This will help you organize your personal information.

Home Information Form	
Size	170 sq meters
Age	15 yr old
Number of bedrooms	3
Other rooms	1
Garden/yard	No
Special features	2 toilets, big kitchen, 2 big reception
My Bedroom:	
Size	2 sq m
Furniture	bed, desk
Colors	green
Art	
Other	

Neighborhood Information Form	
Name	olya district / ataracpt
Style of houses	8 buildings, 12 floors each
Shops/businesses	several shops
Schools	10 min walk drive
Religious buildings	50 minute walk
Other buildings	Shopping Mall
Transportation	bus
Parks/gardens	10 min walk
Special characteristics	in the heart of the city

¹BRITISH: neighbourhood

furniture

Write four sentences about your home. Use the examples as models. Then, without looking at the form or sentences, describe your home and hometown out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

Home

1. Medium size apartment with 3 bedrooms.
2. 1 big living room, 2 toilets
3. Daylight reach into all the apartments
4. It is relatively new, well decorated with new furniture

Neighborhood

1. I live in Akaria cpd, where there are three buildings
2. with 12 flats in each, each with access to playground
3. swimming pool & party room

Location: heart of Riyadh City - 2-3 mins away from Kingdon mall

plus 3 smaller shopping malls. 10 mins is also convenient
YOUR OCCUPATION OR SCHOOL business area, with a whole hotel

You may be asked to discuss how you spend your day. Do you work or do you study? Be prepared with specific details about your occupation or your school life.

Occupation

I'm an engineer. I've worked for the same company for three years. My specific job is working with the senior engineer and helping her prepare presentations for contractors and their clients. I'd like to get an advanced¹ degree. That's why I'm applying to study at an engineering school in Australia.

School

I'm a third-year student at National University. I'm studying psychology. I'm in class most of the day, and when I'm not in class I have to spend a lot of time working on my assignments. My goal is to become a research psychologist, so I'll have to get a doctorate degree. I have a lot of years of studying ahead of me.

Useful Words

boss	duties	qualified
co-workers	assignments	goal
clients	position	advanced degree
classmates	schedule	bachelor's degree
instructors	salary	master's degree
manager	hourly	doctorate degree

¹BRITISH: higher degree

PRACTICE 3

Complete this form about your occupation or studies. This will help you organize your personal information.

Job Information Form

Company name AstraZeneca

Job title Senior product Manager

Length of time at this job 13 years

Duties _____

Training required for this job selling skills, communication skill, marketing skill

Skills required for this job negotiation (skill)

Things I like about this job Creativity, communication

Things I don't like about this job so frequent travelling stress

Future career goals Senior

Education Information Form

Name of college/university Cairo university, faculty of pharmacy

Major/subject¹ pharmaceutical science

Classes I am taking now _____

Hours per week in class _____

Years to complete degree/certificate _____

Educational goals _____

Future career goals _____

Write four sentences about your occupation or your studies. Use the examples as models. Then, without looking at the form or sentences, describe your job or school out loud. Record your discussion and listen to it. Record it over and over until you are satisfied with your presentation.

My occupation _____ or My studies _____

1. _____
2. _____
3. _____
4. _____

YOUR HOBBIES

The examiner may ask you how you spend your free time. Do you like to read, go to the cinema, play sports? Do you have any hobbies like collecting stamps, bird watching, photography?

¹BRITISH: doing a degree in

Hobby (EXAMPLE 1)

I enjoy bird watching. I often go to a park near my house in the early morning to watch the birds. I also belong to a bird watching club. Several times a year we take trips to other places. We try to find birds that we've never seen before. You don't need much equipment for bird watching, just a pair of binoculars and a pair of strong legs for walking. I enjoy this hobby because I like to be outside, and I'm fascinated by the natural world.

Hobby (EXAMPLE 2)

I like to play the guitar. I took lessons when I was a child. Some friends and I had a rock band once, a long time ago. We played at parties. Now I mostly play on my own at home, and sometimes I get together with friends to play. I'm thinking about taking lessons again. I'd like to learn how to play jazz guitar. I have a large collection of jazz CDs.

Useful Words

interested in	club	equipment
enjoy	get together	collect/collection
join	learn how	passion
belong to	lessons	fascinate/fascinated by

PRACTICE 4

Complete this form about your hobbies or general interests. This will help you organize your personal information.

Hobby/Free-Time Activity Information Form

Hobby/Activity #1 _____
 How often do you do this hobby or activity? _____
 Do you do it on your own or with other people? _____
 Do you belong to a club related to this hobby/activity? _____
 How did you learn how to do this hobby/activity? _____
 Do you need special equipment for it? _____
 What do you like most about it? _____

Hobby/Activity #2 _____
 How often do you do this hobby or activity? _____
 Do you do it alone or with other people? _____
 Do you belong to a club related to this hobby/activity? _____
 How did you learn how to do this hobby/activity? _____
 Do you need special equipment for it? _____
 What do you like most about it? _____

Write four sentences about how you spend your free time. Use the examples as models. Then, without looking at the form or sentences, describe your hobbies and general interests out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

Hobby/Activity _____

1. _____
2. _____
3. _____
4. _____

PART 2: LONG TURN

Target 3—Organizing a Topic

The examiner will give you a task card. The card will have a topic and some questions to guide your discussion of the topic. You will have one minute to prepare your answer. The questions are very important. They will guide your organization. You must answer ALL the questions on the task card. You can make notes on paper provided by the examiner. Your discussion will be more cohesive if you can provide a sequence of events or actions for your topic.

EXAMPLE

Describe a museum that you have visited.

You should say:

- * where it is located and what kind of museum it is
- * what specific things you can see there
- * when and why you last visited it

and discuss how it compares to other museums you have visited.

Notes

Museum

Location and type of museum

Specific things seen

When and why visited

Compare to other museums

Greenport Ship Museum

Greenport, a beach resort in Massachusetts; a museum about old whaling ships

parts of old ships, items used by sailors, explanations of shipbuilding methods, information about whaling, whale bone products

Last summer with niece and nephew to pass the time on a rainy day

Not like a city museum, smaller, simpler exhibits, but friendlier staff

TEST TIP

Answer the questions on the task card. Don't talk about a different topic.

- Butterfly museum

- it is located in the center of Vienna

- enjoy hundreds of free flying
Butterflies in an exciting
recreation of their natural
rain forest environment.

200 m from opera house

- Colored blossom, tropical
hollow tree, fountain
bridges

I can't compare it to other museums
it is unique to the type of it is my first time
there with museums.

I visited the butterfly museum
in Vienna, Austria. It is a beautiful
place with many colorful butterflies
flying around. I saw many different
species of butterflies. The museum is
very nice and the staff is very friendly.

PRACTICE

Make notes about these topics. Then, without looking at your notes, discuss the topics out loud. Be sure to address every question on each task card. Record your discussion and listen to it. Record your discussion over and over until you are satisfied with your presentation.

Make notes about these topics. Give short answers to the question. Pay attention to the tense.

Topic 1

Talk about a pet that you or someone you know once had.

You should say:

what kind of animal it was

what kind of care it needed

what you liked/didn't like about it

and explain why this is or is not a popular type of pet to own.

Pet Dog

Kind of animal Small hairy puppy

Kind of care require daily care, three times feeding, once weekly bath

Liked/didn't like I like it very much

Why it is/isn't popular it is very popular in Egypt

because it is small in size, not so expensive
easily to take care

Topic 2

Describe a birthday celebration that you attended recently.

You should say:

whose birthday it was and that person's age

who attended the party

where the party took place

and describe some activities that happened at the party.

My young son birthday
I was day last year last
celebrating 6 years old
party were made in house
the party friends

Birthday _____

Name and age of celebrant _____

Who attended _____

Location _____

Activities _____

Topic 3

Talk about a friend you had as a child or teenager.

You should say:

- when and how you first met this friend
- what things you liked to do together
- what things you had in common

and explain why this friendship was important to you.

city club in 1987
playing football

Friend

Samer Hajdi

When and how met

In the school - 1987 - we were classmates

Things did together

playing football, CHESS, did school work together, joined the same faculty

Things in common

same education - same career
he has son

Why important

He is my friend since 24 years, we each other very well
We know each other's families we rely on each other for support

Topic 4

Describe a trip you have taken recently.

You should say:

- where you went
- who went with you
- why you went there

Vienna - Prague

My wife

spending Annual holiday celebrating our 10th wedding anniversary

and describe some things you saw and did on your trip.

visited all historical places in Vienna
we used the sightseeing bus tour

Trip

Where

Vienna is the most famous place
in early 19th century but also in whole Europe
palace queen Elizabeth Elizabeth

Who

Why

palace is very big in 19th century and the

Activities

1400 rooms and in different periods

The palace is beautiful

The most popular sightseeing in Vienna
park

Target 4—Discussing a Topic

When you write, you state a general idea and then add supporting details. The same is true in speaking.

Topic A museum you have visited

Question Discuss how this museum compares to other museums you have visited.

Ideas for Response

General Idea The Greenport Ship Museum is different from a museum in the city.

Supporting Detail 1 It is smaller.

Supporting Detail 2 The exhibits are simpler.

Supporting Detail 3 The staff is friendlier.

TEST TIP

Your notes can be full sentences or phrases.

PRACTICE

For each question, write one general idea followed by three supporting details. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

- Topic A TV program you enjoy
Question Explain why this is or is not a popular TV show.

General Idea _____

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

- Topic A trip you have taken recently
Question Describe some things you saw and did on your trip.

General Idea _____

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

- Topic A close friend you have now
Question Tell about some things you have in common with this friend.

General Idea _____

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

4. Topic A book you have read recently
 Question Tell what the book is about.

General Idea _____

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

TEST TIP

Pay attention to the intonation for lists. See the practice exercises in the General Speaking Skills section.

*Home
 - plays
 - play football
 - career
 - personal
 - hobby
 - Museum
 - plan to visit*

Target 5—Verb Tenses

You may be asked to talk about something that you experienced in the past, or about something that is still true now. Be careful to use the correct verb tense.

Past Tenses

Simple past

Past continuous

Past perfect

Last summer, we went to the Greenport Ship Museum.

When we left the house, it was raining.

By the time we got there, the demonstration had already begun.

Present Tenses

Simple present

Present continuous

Present perfect

This program appears on TV once a week.

TV stations are still showing the program even though it was originally made over ten years ago.

I have enjoyed this program since I was a child.

PRACTICE

For each question, circle the verb tense you will mostly use in your answer. Then write three general ideas to answer the question. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

1. Topic A popular tourist destination in your country
 Question Explain why this is a popular place for tourists to visit.
 Verb Tense Past Present

General Idea _____

General Idea _____

General Idea _____

2. Topic Your favorite year in either primary or secondary school
 Question Explain why you liked this year in school so much.
 Verb Tense Past Present
 General Idea _____
 General Idea _____
 General Idea _____
3. Topic A time your plane/train/bus was delayed
 Question What did you do while you were waiting for the plane/train/bus to leave?
 Verb Tense Past Present
 General Idea _____
 General Idea _____
 General Idea _____
4. Topic A popular place to go shopping in your city
 Question Describe the things you can see and do there.
 Verb Tense Past Present
 General Idea _____
 General Idea _____
 General Idea _____

Target 6—Sequence

When you describe something that happened in the past, you can use certain words to show the sequence of events.

Useful Words

first/second	next	then
after	before	until
by the time	finally	at last
as soon as	when	

EXAMPLE

After we watched the shipbuilding demonstration, we looked at some of the exhibits. *Then* we had a snack in the café. We stayed at the museum *until* it closed.

PRACTICE

Choose the correct sequence words to complete each paragraph. Add capital letters where necessary.

until finally then as soon as

I arrived at the train station at 10:00. (1) as soon as I got there, I checked my luggage. (2) then I heard the announcement: the train was delayed. I sat in the café and drank coffee (3) until I heard the boarding announcement. I boarded the train at 12:30. (4) Finally, the train left the station at 12:50.

by the time before first then

Our last day in Vancouver was very busy. (5) First, we spent several hours at the anthropology museum. (6) by the time we had seen all the exhibits, we were very hungry. We had a quick snack in the cafeteria, and (7) then we took the bus to Chinatown for lunch. We studied the menu carefully (8) before ordering lunch and chose a variety of delicious Chinese dishes. It was a very good restaurant, and we really enjoyed our meal.

Target 7—Comparing and Contrasting

You may be asked to compare the person, place, or event of your topic to another one.

Useful Words

same	different from	alike
like	unlike	more
less	similar to	as

Comparative and superlative adjectives are also used to compare and contrast.

EXAMPLE

The Greenport Ship Museum is not like city museums.
It is smaller and the exhibits are simpler.
But it is just as interesting as some of the bigger museums.

PRACTICE

Answer the following questions. First, write three general ideas for each answer. Use compare and contrast words. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

1. Topic A teacher you remember

Question Compare this teacher to other teachers you have had.

General Idea

I think he is a very nice mentor

General Idea

he is very practical & to the point

General Idea

he is very keen to help all the students in his class.

2. Topic A party you attended
 Question Compare this party to other parties you have attended.
 General Idea I attended last week a very nice party
 General Idea it is more exciting than the previous one
 General Idea if the music was louder & food more richer & ✓
3. Topic A popular tourist destination in your country
 Question Compare this place to other tourist destinations you have visited.
 General Idea Hengshu is very nice tourist destination
 General Idea it better than any other similar cities
 General Idea Hengshu is more quiet / cleaner & the sea is crystal clear, much cooler & cheaper
4. Topic A TV program you enjoy watching
 Question Compare this program to other popular TV programs.
 General Idea talk show is very nice program
 General Idea The program is full of famous celebrities
 General Idea The topic is more diverse & interesting to audience

Target 8—Explaining

You may be asked to explain *why*. For example, you may be asked why you like something or why something is important.

Useful Words

because (of)	since
for this reason	another reason
that's why	so

EXAMPLE

It's important to visit museums *because* they teach us about a lot of things.

Since museums show us things, they can help us understand concepts and facts better than books can.

Another reason is that museums are a representation of our culture.

PRACTICE

Answer the following questions. First, write three general ideas for each answer. Use explaining words. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

1. Topic A book you have read recently
 Question Explain why you liked this book. *I like this book because*
 General Idea *The writer of the book is more expert in his field*
 General Idea *The idea was clear & sequence of story is exciting*
 General Idea *The book is full of interesting ideas & more clearer*
2. Topic Your favorite year in primary or secondary school
 Question Explain why this was your favorite year.
 General Idea *I like the first year in secondary school because I felt*
 General Idea *that I have grown up.*
 General Idea *My another reason was that learning more useful subjects*
3. Topic A popular tourist destination in your country
 Question Explain why this is a popular place to visit.
 General Idea *I like this city because it's the best one to relax with family*
 General Idea *another reason is the nice weather & sunny beach*
 General Idea *For these reasons I need to visit this city in each summer*
4. Topic A movie you have seen
 Question Explain why you remember this movie.
 General Idea *I like this movie because it tell the story of man*
 General Idea *who did all of his best to succeed in his career in*
 General Idea *the marine force. For this reason, I like to watch this movie again & again*

Target 9—Describing

You may be asked to describe some activities or events. Don't just list activities. Think of something interesting to say about each one. For example, talk about how long it took, say why you liked it, give some details about what it involved, or use some adjectives to describe it.

EXAMPLE

- Topic A museum you visited recently
 Question Describe some things you did there.
 Activities (1) looked at exhibits, (2) watched a movie, (3) had a snack
 Description We spent about an hour looking at exhibits about ships and whaling. Then we watched a short but interesting movie that showed how ships were built. After that, we were tired, so we had some snacks in the museum café and looked at the view of the harbor.

PRACTICE

For each question, choose three activities to describe. Write one sentence about each one. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

1. Topic A trip you took recently
 Question Describe some things you did on your trip.
 Activities
 Description We visited the shawn Brown palace in Vienna, it is the most attractive sightseeing in Vienna. It is surrounded by huge park full of well decorated gardens, fountain, greenhouses & the oldest zoo in Europe.
2. Topic A party you attended recently
 Question Describe some activities that took place at the party.
 Activities
 Description The national day at the Egyptian Embassy in Riyadh. The party was full of diplomatic persons representing their countries, some ambassadors were dressing their national costumes, others were talking in their own language.
3. Topic A holiday you enjoy
 Question Describe some things you do to celebrate this holiday.
 Activities
 Description I & My wife celebrated the 10th wedding Anniversary in Vienna & Prague.

TEST TIP

Answer the questions thoroughly and in detail to make sure your answers are long enough.

Target 10—Responding to Follow-up Questions

The examiner will ask you specific questions about your discussion of a topic.

Follow-up questions for the example task card in Target 3:

How often do you go to museums?

What kinds of museums do you generally prefer to visit? Why?

Is it important to take children to visit different kinds of museums?

Useful Words

According to my point of view	I believe	I'm in favor of _____ because _____
As far as I'm concerned	I don't know if	It seems to me
I agree with/disagree with	I don't know whether	Personally, I think
I'm certain/positive/sure that	I think it's a good idea because _____	The advantage of _____ is that
I assume	I'm against _____	The disadvantage of _____ is that

PRACTICE 1

Look at these follow-up questions for the task cards from the practice exercise in Target 3. Make notes for your response. Then, without looking at your notes, answer the questions out loud. Record your answers and listen to them. Record your answers over and over until you are satisfied with your presentation.

Topic 1

What are some of the most popular pets in your country? Why are they popular?

What animal do you think makes the best pet?

What animal do you think would not make a good pet?

What are some advantages and disadvantages to owning pets?

- familiar to everyone*
learn the right way to deal with new pet creature how to take care of them properly
1. Dogs & cats are the most popular pets in Egypt
 2. Small in size, does not require large space
 3. Don't cost so much money
 4. Kids will take responsibility & learn how to deal with major creature, how to take care of others

Topic 2

How do you like to celebrate your birthday?

In your country, what kinds of gifts are common to give for birthdays?

Do you think it is important to celebrate birthdays? Why or why not?

What other kinds of celebrations are important for you?

- clothes, electronics, perfumes. It is chance for family gathering. Another reason is to devalueate your previous year & complete it.*
1. I like to celebrate my birthday with my family spending the day with them, going outside
 2. & having nice dinner in any good place
 - 3.
 4. No year celebration

Topic 3

Are you still friends with this person? Why or why not?

How do you make new friends?

What are some things you like to do with your friends now?

Do you think it's better to have a lot of friends, or just a few good friends?

- gathering go for dinner outside travelling together spending holidays*
1. No different cities different careers
 2. gradually understanding the personality first, taking the time more often socializing together
 - 3.
 - 4.

Topic 4

Would you visit this place again? Why or why not?

Where would you like to go on your next vacation?

When you travel, what kinds of places do you usually visit?

Do you like to travel? Why or why not?

1. _____
2. _____
3. _____
4. _____

PRACTICE 2

Write an answer for each follow-up question. Then, without looking at your notes or your sentences, respond to the question out loud. Record your answers and listen to them. Record them over and over until you are satisfied with your presentation.

Topic 1

1. _____
2. _____
3. _____
4. _____

Topic 2

1. _____
2. _____
3. _____
4. _____

Topic 3

1. _____
2. _____
3. _____
4. _____

Topic 4

1. _____
2. _____
3. _____
4. _____

PART 3: DISCUSSION

In the last part of the Speaking section of the test, the examiner will ask you some more questions and give you an opportunity to discuss in depth some of the issues related to the topic in Part 2.

Target 11—Explaining an Issue in Depth

You may be asked to explain more about your ideas on a topic.

Topic A museum you visited recently (See Target 3 example for task card questions.)

Related Questions What role do museums play in a society?
 Why do people visit museums?
 What can we learn from museums?
 Is learning about art important? Why or why not?

Useful Words

for example	for instance
in other words	such as
to illustrate	that is

*shape the history
 connect the history to present
 draw picture about history
 the development of mankind
 shape the personality
 of the society*

You can organize your ideas in terms of a general idea with supporting details.

Question

What role do museums play in a society?

Ideas for Response

General Idea Different roles

Supporting Detail 1 Education

Supporting Detail 2 Entertainment

Supporting Detail 3 Represent culture

Response

Museums have several different roles in society. They educate us about a wide range of things such as art, science, and history. They also provide us with entertainment, as going to a museum is a pleasant and interesting way to spend a day. Most of all, they are a representation of our culture. In other words, they reflect back to us the things that are considered to be valuable or important in our culture.

PRACTICE

Look at these questions on issues related to the topic on a task card from the practice exercise in Target 3. Make notes for your response. Use your notes to write some sentences about each issue. Then, without looking at your notes, discuss the issues out loud. Record your discussion and listen to it. Record your discussion over and over until you are satisfied with your presentation.

ISSUES FROM TOPIC 2

1. Are birthday celebrations important in your country? Why or why not?
2. How do people in your culture generally feel about their birthdays?
3. How are older people treated in your culture?
4. What other types of anniversaries are celebrated in your culture? Why are they important?

Notes

1. General Idea Birthday celebrations
 Supporting Detail 1 important - sharing good memories/events
 Supporting Detail 2 good. ladies they are in happy being getting old
 Supporting Detail 3 middle east family bond are strong celebrating between parents & their children is highly emphasized
2. General Idea _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____
3. General Idea _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____
4. General Idea _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____

Sentences

1. Birthday celebrations in Egypt are common and important for the majority of population where it is good opportunity to share happy moments & relax and spend time together with family & friends.
2. Birthday celebration is a good point for any person to restart & re visit his objectives & previous his accomplishment during the past year, it is one way recharging the battery to look to the future again.
- 3.
- 4.

TEST TIP

If you make a mistake, correct it if you can. If not, just relax and move on.

Target 12—Describing an Issue in Depth

You may be asked to describe more details about your topic.

Topic

A museum you visited recently

The Egyptian

Related Questions

- What does a museum near you look like?
 What kinds of objects are in a museum near you?
 What are some different ways museums present information?
 What are some ways that museums use technology?

Useful Words

also	generally
usually	additionally
in addition	another
first	

Again, you can think about your response in terms of a general idea with supporting details.

Question

What are some different ways museums present information?

Ideas for Response

General Idea Exhibits, films, and hands-on

Supporting Detail 1 Different kinds of displays to see

Supporting Detail 2 Films related to the exhibits

Supporting Detail 3 Exhibits you can touch and workshops to make things

Response

Museums present information through exhibits, films, and different hands-on activities. Museums exhibit things in different ways. Art might hang on the wall, or a scene from history may be shown in a diorama. In addition, museums usually show films that are specially made to accompany the exhibits. Many museums also have hands-on activities. For example, they have exhibits that can be touched. They also often offer workshops where participants can learn to make things that are similar or related to the items in the museum's exhibits.

Objects Exhibit

PRACTICE

Look at these questions on issues related to the topic on a task card from the practice exercise in Target 3. Make notes for your response. Use your notes to write some sentences about each issue. Then, without looking at your notes, discuss the issues out loud. Record your discussion and listen to it. Record your discussion over and over until you are satisfied with your presentation.

ISSUES FROM TOPIC 4

1. What are some different kinds of places people visit on their vacations?
2. In your country, how much annual vacation time do people generally get? Is this enough?
3. Describe your ideal vacation.
4. What are some transportation problems in your country?

Notes

1. General Idea

Supporting Detail 1 *Sea Cities, Roman Cities*

Supporting Detail 2 *Museums*

Supporting Detail 3 *Cinema*

2. General Idea

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

3. General Idea

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

4. General Idea

Supporting Detail 1 _____

Supporting Detail 2 _____

Supporting Detail 3 _____

Sentences

1. _____

2. _____

3. _____

4. _____

TEST TIP

Contractions will make your speech sound more natural.

Target 13—Comparing and Contrasting an Issue in Depth

You may be asked to compare and contrast issues related to your topic.

Topic A museum you visited recently.

Related Questions How are small town museums different from museums in big cities?
 What do museums offer in terms of education that books or other sources don't?
 Which are more interesting, art museums or history museums? Why?
 How will museums be different in the future?

- More technology differences in displaying*
- * Small town museums are smaller in size and use less advanced technology to show the different exhibits
 - * Museums offer a live experience where you touch & see things that were considered important
 - * ~~smaller towns~~ *in our culture*
 - * history *more interesting for, while I believe both are important*

Useful Words

Comparison	Contrast
similar to	different from
also	although/even though
like	but
the same as	on the other hand
both	less/more
as . . . as	however

Organize your ideas by thinking about similarities and differences.

Question

How will museums be different in the future?

Ideas for Response

Similarities A. similar type of content
B. some similar exhibits

Differences A. more use of computers
B. many exhibits online

Response

In the future, I think that museums will be both similar to and different from museums now. I think they will have similar content. There will still be art museums that show paintings and sculpture and natural history museums that show dinosaurs, for example. And I think some of the exhibits will be set up in similar ways, too. But I also think that museums in the future will make more use of technology. Computers will be used to make the exhibits more interactive. Most museums will probably also have exhibits online. Then it won't be necessary to actually visit the museums, at least in some cases.

PRACTICE

Look at these questions on issues related to the topic on a task card from the practice exercise in Target 3. Make notes for your response. Use your notes to write some sentences about each issue. Then, without looking at your notes, discuss the issues out loud. Record your discussion and listen to it. Record your discussion over and over until you are satisfied with your presentation.

ISSUES FROM TOPIC 3

1. How have your friendships changed as you've grown older?
2. What differences are there between men's and women's friendships?
3. Do you think the nature of friendship is changing?
4. What is the difference between a friend and an acquaintance?

Notes

1. Similarities

- A. both could share the same things to be displayed
 B. both of them tell us stories about our culture
 C. They are the same in looking the past with present

Differences

- A. Small town Museum is different from big town museum in being
 B. smaller in size, are less technological rich in displaying its exhibits
 C.

2. Similarities

- A.
 B.
 C.

Differences

- A.
 B.
 C.

3. Similarities

- A.
 B.
 C.

Differences

- A.
 B.
 C.

4. Similarities

- A.
 B.
 C.

Differences

- A.
 B.
 C.

Sentences

1. _____

2. _____

3. _____

4. _____

Target 14—Giving an In-Depth Opinion

You may be asked to give your opinion on issues related to your topic.

Topic A museum you have visited recently

Related Questions What type of museum do you prefer to visit? Why?
How important is it for parents to take their children to museums?
Do you agree or disagree: Museums should not be allowed to charge high admission fees.
Do you agree or disagree: Schools should always include museum visits as part of their program.

Useful Words

I believe that	I tend to think	I agree that
To my mind	From my point of view	If I had to choose
I would prefer to	To my way of thinking	In my opinion

Organize your ideas by thinking about your opinion and details to support it.

Question

Do you agree or disagree: Museums should not be allowed to charge high admission fees.

Ideas for Response

Opinion Agree—no high admission fees

Supporting Detail 1 High fees keep people away.

Supporting Detail 2 Even high fees don't provide funds.

Supporting Detail 3 Government should fund museums.

Response

I agree that museums should not be allowed to charge high admission fees. In my opinion, museums should not charge any fees at all. Many people, especially families with children, cannot afford to pay to go to a museum, so admission fees just keep people away. In any case, admission fees provide only a very small part of the funds a museum needs, so no one really benefits from them. To my way of thinking, museums benefit the public, so the government should provide most or all of the funds for museums.

PRACTICE

Look at these questions on issues related to the topic on a task card from the practice exercise in Target 3. Make notes for your response. Use your notes to write some sentences about each issue. Then, without looking at your notes, discuss the issues out loud. Record your discussion and listen to it. Record your discussion over and over until you are satisfied with your presentation.

ISSUES FROM TOPIC 1

Do you agree or disagree: Some people spend too much money on their pets.

What kind of animal makes the best pet?

Do you prefer to have a pet or not? Why?

Is it important for children to have pets? Why or why not?

Notes

1. Opinion _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____
2. Opinion _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____
3. Opinion _____
 Supporting Detail 1 _____
 Supporting Detail 2 _____
 Supporting Detail 3 _____

4. Opinion _____
- Supporting Detail 1 _____
- Supporting Detail 2 _____
- Supporting Detail 3 _____

Sentences

1. _____
- _____
- _____
2. _____
- _____
- _____
3. _____
- _____
- _____
4. _____
- _____
- _____

GENERAL SPEAKING SKILLS

Target 15—Asking for Clarification

If you don't understand a question, ask for clarification. This will give you time to think a bit.

EXAMPLES

Do you mean the house I live in or my hometown?

Would you like me to describe the house generally or in great detail?

Useful Words

do you mean	would you like me to
do you want me to	generally or in great detail
could you explain what you mean by	should I
I'm not sure what you mean by	

PRACTICE

Read each question. Then complete the sentence asking for clarification.

1. Describe a friend who is important to you.

Do you mean a friend I have now or a friend from the past?

2. Explain why you liked this movie.

would you please to explain it generally or in great detail?

3. In your opinion, what kinds of people make the best friends?

close friends or friends in general?

4. How will the role of older people change in the future?

as far as you mean with older people?

5. In what different ways have animals been useful to people throughout history?

do you mean just pets or animals in general?

*in great deal
explain it generally
in great detail*

Target 16—Delay Tactics

You sometimes need time to think about what you are going to say. A short silence is OK, but a long one is not. You have only a short amount of time to show how well you speak English.

While you think, you can paraphrase the question.

Question: What kinds of books do you prefer to read?

Paraphrase: What are my favorite books?

You can also use certain phrases to provide transition and fill the silence.

Useful Phrases

That's an interesting question.	I've never heard that one before.
I've never thought about that before.	That's a complicated issue.
There are a lot of different reasons.	There are so many ways to answer that.

EXAMPLE

What are my favorite books? That's an interesting question.

PRACTICE

First, paraphrase these questions to keep the conversation moving. Then, add a filler expression. Say the sentences out loud.

1. Tell some things that you have in common with this friend.

I have never thought about this before

2. Explain why this is a popular place for people to visit.

calm, quiet

3. Describe some things you do to celebrate this holiday.

4. What kind of animal makes the best pet?

5. What kind of training did you need to get this kind of job?

Target 17—Avoiding Short Answers

The more you say, the more you can show your ability to use a variety of grammar and vocabulary. Try not to answer a question with a simple yes or no. Use a full sentence.

EXAMPLE

Question: Do you live in Mumbai?

Avoid: No.

Say: No, I don't live in Mumbai. I live in a suburb outside of Mumbai.

PRACTICE

Answer these yes/no questions with long answers.

1. Do you live with your parents?

No, I do not live with my parents, I got married since 10 years ago, & live with my family in Saudi Arabia while

2. Are you a student?

my parents live here (and) No I am not a student my mother, but

3. Do you like living in an apartment?

No, I do not like living in an apartment. It gives me no change for kids to play in open places.

4. Is your family large?

No, my family is not large, I have very small family

5. Do you like your job?

Yes I like my job, I am currently working as Senior Product Manager in the international companies

Target 18—Word Families and Stress

Using word families shows your fluency in English. Be careful to pronounce the words correctly. Depending on what suffixes you add to a root word, the stress may or may not shift.

Some suffixes cause no change in stress.

-able	com fort— com fortable
-ive	sup port —sup port ive
-ful	mean ing— mean ingful
-ment	gov ern— gov ernment
-ize	spe cial— spe cialize
-ly	happ y— happ ily

Some suffixes cause the stress to shift to the syllable immediately preceding the suffix.

-ity	uni form— uni formity
-ic	alco hol— alco holic
-ify	solid — solid ify
-ical	hist ory— hist orical
-ian	lib rary— lib rarian

Some suffixes cause the stress to shift to the first syllable of the suffix.

-ation/-ition/-ution	comb ine —comb ina tion
----------------------	---------------------------------------

PRACTICE

Look at these word families. Read the words aloud. Underline the stressed syllable in each word. Read the words aloud again.

	Root Word	Noun	Verb	Adjective	Adverb
1.	politics	politician	politicize	political	politically
2.	imagine	imagination	imagine	imaginative	<u>imaginatively</u>
3.	beauty	beauty	beautify	beautiful	beautifully
4.	agree	agreement	agree	agreeable	agreeably
5.	acid	acid/acidity	acidify	acidic	acidly
6.	quote	quotation	quote	quotable	
7.	act	activity	act	active	actively
8.	energy	energy	energize	energetic	energetically
9.	civil	civility	civilize	civil	<u>civily</u> <i>ja</i>
10.	rare	rarity	rarity	rare	rarely

Target 19—Sentence Stress

In a sentence there are words that carry meaning and words that are function words. The words that carry meaning are usually stressed.

Meaning	Function
nouns	articles
verbs	prepositions
adjectives	conjunctions
question words	pronouns
	relative pronouns
	auxiliaries

EXAMPLES

The **large museums** in **town** were **built** in the **late 1900s**.

People who **buy expensive things** for their **pets** are **wasting** their **money**.

It's a **romance novel** that **takes place** in the **1800s**.

PRACTICE

Read each sentence aloud. Underline the stressed words. Then read the sentence aloud again.

1. I live in one of the newer neighborhoods in my city.
2. I've been working at the same company for twelve years.
3. I generally don't like parties because I'm a quiet person.
4. There is an excellent view of the ships in the harbor.
5. A statue of the first president of our country stands in the center of the park.

Target 20—Transition Words and Intonation

A transition word has a rising intonation. The end of the sentence or clause has a falling intonation.

First, a museum is a fun place to *visit*.

However, not everyone likes paintings.

I have lived in the same house since I was born.

PRACTICE

Read each sentence aloud. Mark the intonation patterns for transition words. Then read the sentence aloud again.

1. Nevertheless, it's a pleasant place to live.
2. We took a boat ride after we finished at the museum.
3. Next, the birthday cake was served.
4. It's a position that pays well, unlike many jobs in my field.
5. A good friend also helps you when you are in need.

Target 21—Lists and Intonation

When you have a list of words in a sentence, there is a specific stress pattern.

The first words of a list have a rising intonation. The last word of a list has a falling intonation.

I always eat three vegetables a day: corn, carrots, and peas.

Near my home you can find a bakery, a bank, a laundry, and a restaurant.

PRACTICE

Read each sentence aloud. Mark the intonation pattern. Then read the sentence aloud again.

1. Cats are affectionate, clean, and smart.
2. In addition to English and my native language, I speak Chinese, Korean, and French.
3. I read a variety of things, such as novels, newspapers, magazines, and journals.
4. This TV program is well-written, well-acted, and funny.
5. We had a very active vacation and played tennis, golf, and volleyball.

8

IELTS MODEL TESTS

- **ACADEMIC**
 - Model Test 1
 - Model Test 2
 - Model Test 3
 - Model Test 4
- **GENERAL TRAINING: Reading and Writing**
 - Model Test 1
 - Model Test 2

بہترین کتاب حاصل کرنے کے لیے
میری کتاب خریدیں

کتاب حاصل کرنے کے لیے

ACADEMIC MODEL TEST 1

Model Test 1

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**LISTENING****TIME** Approx. 30 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

SECTION 1 QUESTIONS 1-10**Question 1**

Match the time with the event. Write the correct number next to the letter.

- | | |
|--------------------------|---|
| A <u>2</u> Today | 1 Winston will go to Japan |
| B <u> </u> Next week | 2 Winston will register at the World Language Academy |
| C <u> </u> Next summer | 3 Winston will study Japanese |

Questions 2 and 3

Choose **two** letters, **A-F**

- 2 What **TWO** classes are offered at the World Language Academy.

- A Japanese for University Professors
- B Japanese for Business Travelers
- C Japanese for Tour Guides
- D Japanese for Tourists
- E Japanese for Language Teachers
- F Japanese for Restaurant Workers

Choose **two** letters, **A-F**

- 3 In Japan, Mark Winston says he will probably

- A go shopping.
- B climb mountains.
- C attend a business meeting.
- D try Japanese cuisine.
- E take a university course.
- F study with a tutor.

Questions 4-8

Complete the schedule below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

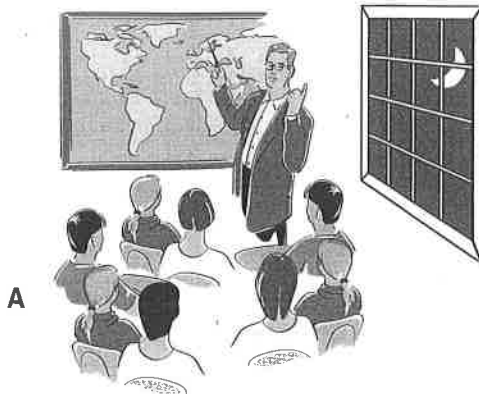
Japanese Class Schedule

Morning	Days: Monday-Friday Time: 4 Level: Beginner
Afternoon	Days: Monday, Wednesday, Thursday Time: 1:00-3:00 Level: 5
Evening	Days: Monday, Wednesday, Thursday Time: 5:30-7:30 Level: 6 Days: 7 Time: 7:30-9:30 Level: Advanced
8	Days: Saturday Time: 9:00-2:00 Level: Beginner

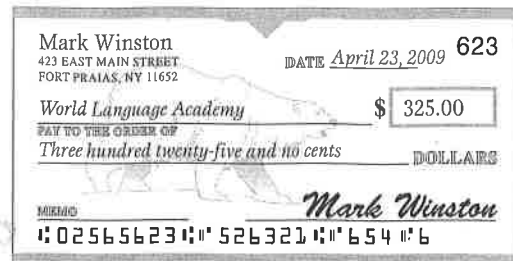
Questions 9 and 10

Choose the correct letter, A, B, or C

9 Which class will Mark take?



10 How will he pay?

CD1
TRACK
24

SECTION 2 QUESTIONS 11-20

Sumner Mansion
Notice to Visitors

The following activities are prohibited inside the mansion:

- Talking on cell phones

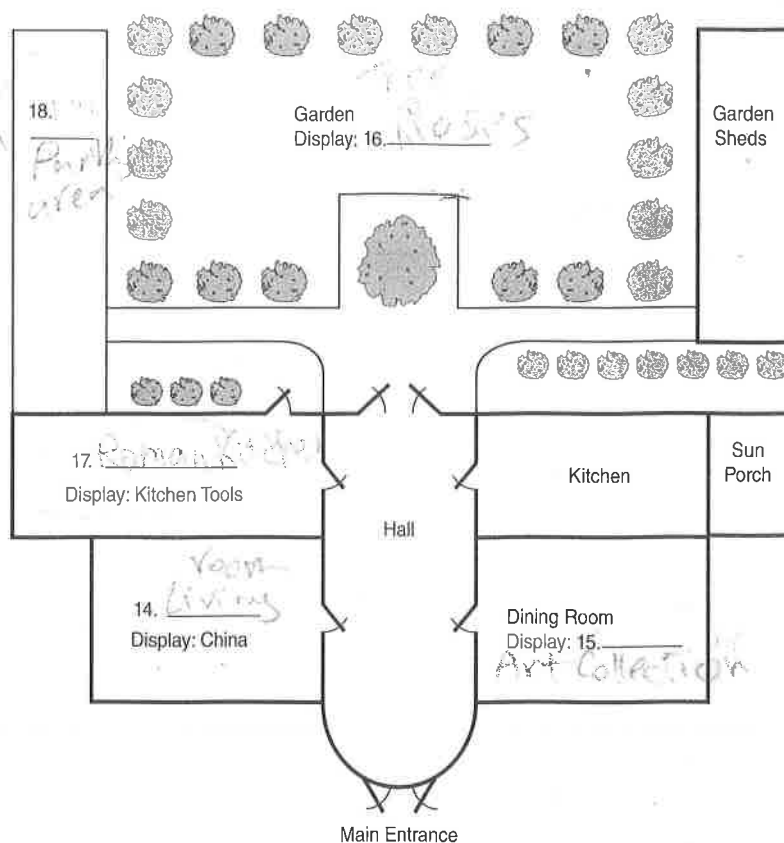
• 11 drinking• 12 refusing to follow• 13 smoking

Thank you, and enjoy your visit!

CD1
TRACK
25

Questions 14–18

Fill in the missing information on the map of Sumner Mansion. Write **no more than three words** for each answer.

CD1
TRAC
27

Questions 19–20

Complete the schedule below. Write no more than **three words and/or a number** for each answer.

Sumner Mansion Hours	
Spring:	10 AM to 19 <u>5 PM</u>
Summer:	10 AM to 20 <u>8 PM</u>
Autumn:	10 AM to 3 PM
Closed winters.	

CD1
TRAC
28CD1
TRACK
26

SECTION 3 Questions 21–30

Questions 21–23

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

- 21 There are high-speed trains in Japan and several Europe countries.
- 22 The first high-speed train began operating in Japan.
- 23 High-speed trains can travel at speeds of 200 kilometers an hour.

Questions 24–26

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Cause	Effect
We have better roads now than in the past.	24 More people <u>start driving cars</u>
Now we have plane service that is more 25 <u>more frequent & comfortable</u>	More people use planes for long-distance travel.
There is a lot of 26 <u>traffic</u>	We need to consider new forms of transportation.

Questions 27–30

Choose FOUR letters, A–G.

What are the advantages of trains over other types of transportation according to the people on the panel?

- A Less expensive than car trips
 B More relaxing than cars
 C Less polluting than cars
 D No traffic jams
 E Better security systems than planes
 F Larger capacity for passengers than planes
 G More frequent service than planes

SECTION 4 QUESTIONS 31–40

Questions 31–40

Complete the timeline below.

Write NO MORE THAN THREE WORDS AND/OR ONE NUMBER for each answer.

- 1879 — Einstein was born in 31 Germany
 At age 12 — Einstein began 32 studying Mathematics
 33 15 — Einstein's family moved to Italy
 34 1896 — Einstein graduated from high school
 35 18 — Einstein met Mileva Maric
 1900 — Einstein 36 received diploma
 1901 — Einstein became 37 Swiss citizen
 1902 — Einstein began work at the Swiss Patent Office
 — Einstein 38 became a physicist
 39 1898 — Einstein and Mileva Maric got married
 40 1902 — Einstein's first son was born

timeline
 music
 violin
 1896
 1901 Swiss
 1902

Model Test 1

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–14**, which are based on Reading Passage 1 below.

The Value of a College Degree

The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

THE ECONOMIC VALUE OF HIGHER EDUCATION

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, *Think College Early*, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A full-time student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

OTHER BENEFITS OF HIGHER EDUCATION

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, nonmonetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs

and enhance social status" while increasing economic and job security for those who earn bachelor's degrees (Ibid.).

Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and "increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets" (Cohn and Geske, 1992).

THE SOCIAL VALUE OF HIGHER EDUCATION

A number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998). . . .

CONCLUSION

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1–4

Do the following statements agree with the information in Reading Passage 1?

In boxes 1–4 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 1 The cost of a college education has remained steady for several years.
- 2 Some people have to borrow large amounts of money to pay for college.
- 3 About 80 percent of college students study at public colleges.
- 4 Public colleges cost less than private colleges.

Questions 5–9

Complete the fact sheet below.

Choose **no more than three words** from the passage for each answer.

Write your answers in boxes 5–9 on your Answer Sheet.

Financial Costs and Benefits of Higher Education

- The average high school graduate makes a little more than one million dollars in **5**
- The average person with an associate's degree earns **6**
- The average **7**..... makes over two million dollars.
- The average student at a four year college spends **8** \$..... a year on classes, housing, and food.
- The average student at a two-year college spends \$1,359 on **9**

Questions 10–13

The list below shows some benefits which college graduates may enjoy more of as compared to noncollege graduates.

Which four of these benefits are mentioned in the article?

Write the appropriate letters **A–G** in boxes 10–13 on your Answer Sheet.

- A** They own bigger houses.
- B** They are more optimistic about their lives.
- C** They save more money.
- D** They enjoy more recreational activities.
- E** They have healthier children.
- F** They travel more frequently.
- G** They make more purchases.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2.

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine.

The study, published in the January 2001 issue of the *Archives of Pediatric and Adolescent Medicine*, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers.

The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not.

Both groups of students had similar reports of aggressive behavior at the beginning of the study. After the six-month program, however, the two groups had very real differences.

The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program.

Physical acts of violence, parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behavior, and it is among the first to evaluate a solution to the problem.

Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own.

The initial lessons were followed by TV-Turnoff, an organization that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks.

Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics.

Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behavior later in life—stronger even than violent behavior as children.

The more violent television the subjects watched at age eight, the more serious was their aggressive behavior even 22 years later.

Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975.

Murder rates in South Africa remained relatively steady from the mid-1940s through the mid-1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had leveled¹ off in the meantime.

Centerwall's study implies that the medium of television, not just the content, promotes violence, and the current study by Dr. Robinson supports that conclusion.

The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behavior.

Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people.

Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14–20

Complete the summary using words from the box below.

Write your answers in boxes 14–20 on your Answer Sheet.

A study that was published in January 2001 found that when children **14**..... less, they behaved less **15**..... . Students in a California elementary school participated in the study, which lasted **16**..... . By the end of the study, the children's behavior had changed. For example, the children's **17**..... reported that the children were acting less violently than before. During the study, the children kept a record of the **18**..... they watched TV. Then, for ten days, they **19**..... . Near the end of the study, the students began to suggest watching **20**..... .

parents	eighteen days
teachers	classmates
six months	nonviolent programs
violently	time of day
watched TV	number of hours
scared	avoided TV
less TV	favorite ² programs

¹BRITISH: levelled

²BRITISH: favourite

Questions 21–24

Do the following statements agree with the information in Reading Passage 2?

In boxes 21–24 write

- TRUE** *if the statement is true according to the passage.*
FALSE *if the statement contradicts the passage.*
NOT GIVEN *if there is no information about this in the passage.*

- 21** Only one study has found a connection between TV and violent behavior.
22 There were more murders in Canada after people began watching TV.
23 The United States has more violence on TV than other countries.
24 TV was introduced in South Africa in the 1940s.

Questions 25 and 26

*For each question, choose the correct letter **A–D** and write it in boxes 25 and 26 on your Answer Sheet.*

- 25** According to the passage,
A only children are affected by violence on TV.
B only violent TV programs cause violent behavior.
C children who watch too much TV get poor grades in school.
D watching a lot of TV may keep us from learning important social skills.
- 26** The authors of this passage believe that
A some violent TV programs are funny.
B the best plan is to stop watching TV completely.
C it's better to watch TV with other people than on your own.
D seven hours a week of TV watching is acceptable.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.

Questions 27–30

Reading Passage 3 has four sections (**A–D**). Choose the most suitable heading for each section from the list of headings below.

Write the appropriate numbers (**i–vii**) in boxes 27–30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

27 Section A

28 Section B

29 Section C

30 Section D

List of Headings

- i Top Ocean Predators
- ii Toxic Exposure
- iii Declining Fish Populations
- iv Pleasure Boating in the San Juan Islands
- v Underwater Noise
- vi Smog in Large Cities
- vii Impact of Boat Traffic

Issues Affecting the Southern Resident Orcas

A

Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with chinook salmon being far and away their favorite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of chinook and coho. Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favored by the resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area. Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B

Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human refuse pollution of the inland waters probably presents the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because of the fact that orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C

The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc.).

D

Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioral lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioral changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the SeaSound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 31–32

For each question, choose the appropriate letter **A–D** and write it in boxes 31 and 32 on your Answer Sheet.

31 Killer whales (orcas) in the J, K, and L pods prefer to eat

- A** halibut.
- B** a type of salmon.
- C** a variety of animals.
- D** fish living at the bottom of the sea.

32 Some groups of salmon have become extinct because

- A** they have lost places to live.
- B** whales have eaten them.
- C** they don't get good nutrition.
- D** the winters in the area are too cold.

Questions 33–40

Complete the chart below.

Choose **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 33–40 on your Answer Sheet.

Cause	Effect
Scientists believe some whales feed 33	These whales dive very deep.
Scientists believe that the area is being overfished.	Rockfish caught today is 34 than rockfish caught in the past.
Orcas are at the top of the ocean food chain.	35 affects orcas more than it does other sea animals.
Orcas are a 36 species.	We can use orcas to make society aware of the problem of marine pollution.
People enjoy boating, fishing, and whale watching in the San Juan Islands.	On weekends there are 37 near the whales.
Kayaks are 38	Marine animals hit them when they come up for air.
A lot of boats keep their motors running.	Whales breathe 39
Boats are noisy.	Whales have difficulty 40

Model Test 1

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **2** tasks on this question paper.

You must do **both** tasks.

Underlength answers will be penalized.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the sales at a small restaurant in a downtown business district.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Sales: week of October 7–13

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Lunch	\$2,400	\$2,450	\$2,595	\$2,375	\$2,500	\$1,950	\$1,550
Dinner	\$3,623	\$3,850	\$3,445	\$3,800	\$4,350	\$2,900	\$2,450

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As the world becomes technologically advanced, computers are replacing more and more jobs.

Describe some job positions that may be lost because of computers, and discuss at least one problem that may result.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

Examiner questions:

Part 1

Tell about a sport that is interesting to you. What is it? Do you like to play this sport yourself? Do you follow professional teams? *+ No at all*

Why do you like this sport? *popular sport that so people in*

Do you enjoy playing sports or doing other outdoor activities? Why or why not?

In your city or town, what kinds of places are available for sports and other outdoor activities?

What kinds of things do you enjoy doing on weekends?

Do you generally prefer to spend a day off from work or school at home, or do you like to go out to other places? Why?

Who do you like to spend time with on your days off?

Part 2

Describe a relative who you are like.

You should say:

who the relative is and how close you are to them

what makes you and your relative alike

why you think you and your relative have these shared qualities

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

Do you enjoy spending time with relatives? Why or why not?

What types of traditions do you and your relatives have?

Do you think family members are more important than friends?

Do you think that having a good relationship with relatives is important to most people?

How do family members help each other?

Do you agree or disagree: families are not as important as they used to be.

How are families now different from families in the past?

How do you think families will change in the future?

ACADEMIC MODEL TEST 2

* كل شيء يقول معاً الخير للدين يكون طبعاً
 * يركب الرب هه شئت ولا تريد معها حق
 * يا رب اكليل اسمك بصلوات
 * الله السواء يرضينا البخاخ ونحن طيبة نعم وسين

Model Test 2

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**LISTENING****TIME** Approx. 30 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played **ONCE** only.

Write all your answers on the Question Paper.

At the end of the test you will be given ten minutes to transfer your answers to an Answer Sheet.

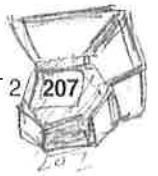
Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

CD2
TRACK
1**SECTION 1 QUESTIONS 1-10****Questions 1-7**Choose the correct letters, **A**, **B**, or **C**.**EXAMPLE**

What is the man doing?

- A** Shopping at the mall¹
- B** Asking shoppers questions
- C** Looking for a certain shop

1 The interviewer wants to find out about

- A** when the mall is open.
- B** people's shopping habits.
- C** the best stores¹ in the shopping center².

2 The interviewer wants to speak with

- A** married women.
- B** any shopper.
- C** children.

3 What is the respondent's age?

- A** 18-25
- B** 26-35
- C** 36-45

4 How often does the respondent shop at the mall?

- A** Less than once a month
- B** Once a week
- C** Two or more times a week

5 What does the respondent usually shop for?

- A** Clothes.
- B** Books
- C** Groceries

6 How much time does the respondent usually spend at the mall?

- A** One hour or less
- B** Between one and two hours
- C** More than two hours

7 What method of transportation does the respondent use to get to the mall?

- A** Car
- B** Bus
- C** Subway

¹BRITISH: shops, shoppes²BRITISH: shopping centre

Questions 8–10

CD2
TRACK
2Write **NO MORE THAN THREE WORDS** for each answer.

8 Why does the respondent like the shoe store?

Customer
Good services

9 Why doesn't the respondent like the food court?

Very expensive

10 What improvement does the respondent suggest?

Add parking spaces

SECTION 2 QUESTIONS 11–20

CD2
TRACK
3

Question 11

Choose the correct letter, **A, B, or C**.

11 The tour of the health club is for

- ☒ A people who want to become members of the club
☐ B people who are already members of the club
☒ C people who work at the club

Questions 12–14

Choose **THREE** letters, **A–F**.

What are three things that members can do at the club?

- ☒ A Learn to play tennis
☐ B Buy exercise equipment
☐ C Consult a nutrition expert
☒ D Exercise on a machine
☐ E Run on a track
☒ F Try out for the swim team

Questions 15–17

CD2
TRACK
4Choose **THREE** letters, **A–F**.

What three things should club members bring with them to the locker room?

- ☐ A Towels
☐ B Soap
☒ C Shampoo
☒ D Hair dryers
☒ E Rubber sandals
☐ F Locks

Questions 18–20

Complete the notice below.

Write **NO MORE THAN THREE WORDS** for each answer.

Swimming Pool Rules

- Children must be accompanied 18 their by an adult
- No 19 Running near the pool.
- Please 20 Shower before entering the pool.

SECTION 3 QUESTIONS 21–30

CD2
TRACK
5

Questions 21–22

Write **NO MORE THAN THREE WORDS** for each answer.21 How often will the students have to write essays?one essay/week once weekly

22 What should be the word length of each essay?

350–400 words

Questions 23–26

Complete the chart below.

Write **NO MORE THAN THREE WORDS** for each answer.

Essay Type	Sample Topic
23 <u>Process</u>	How to change the oil in a car
24 <u>classification</u>	Three kinds of friends
25 <u>Compare and contrast</u>	Student cafeteria food and restaurant food
Argumentative	The necessity of 26 <u>homework</u>

Questions 27–30

CD2
TRACK
6Choose the correct letters, **A**, **B**, or **C**.

27 How will the students get their essay topics?

- A The professor will assign them.
- ☒ B Students will choose them.
- C They will come from books.

28 When are the essays due?

- A Every Monday
- B Every Wednesday
- ☒ C Every Friday

29 The essays count for _____ percent of the final grade¹.

A 15

B 20

C 65

30 The professor wants the students to

A type their essays on a computer.

B write their essays by hand.

C photocopy their essays.

SECTION 4 QUESTIONS 31–40

CD2
TRACK
7

Questions 31–32

Answer the questions.

Write **NO MORE THAN THREE WORDS** for each answer.

31 What is the name of the class?

Anthropology

32 What day does the class meet?

Tuesday evening

Questions 33–36

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

In hunter-gatherer societies, gathering is done by 33 Women.

All humans lived in hunter-gatherer societies until 34 12000 ago.

Today we can find hunter-gatherer societies in the Arctic, 35 desert, and

36 tropical rain forest.

50%

CD2
TRACK
8

Questions 37–40

The following are characteristics of which types of society?

Check column A if it is a characteristic of hunter-gatherer societies.

Check column B if it is a characteristic of farming societies.

Characteristic	A	B
37 They usually stay in one place.		B
38 They are nomadic.	A	
39 They have a higher population density.		B
40 They have a nonhierarchical social structure.	A	

Surplus
Surplus

¹BRITISH: mark

Model Test 2

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 hour**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–15, which are based on Passage 1 below.

Questions 1–5

Reading Passage 1 has five paragraphs, **A–E**. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (**i–viii**) on your Answer Sheet. There are more headings than paragraphs, so you will not use them all.

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E

List of Headings

- i Glacial Continents
- ii Formation and Growth of Glaciers
- iii Glacial Movement
- iv Glaciers in the Last Ice Age
- v Glaciers Through the Years
- vi Types of Glaciers
- vii Glacial Effects on Landscape
- viii Glaciers in National Parks

Glaciers

A

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called *continental glaciers*. These two ice sheets encompass more than 95 percent of the earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*. Another way of classifying glaciers is in terms of their internal temperature. In *temperate glaciers*, the ice within the glacier is near its melting point. *Polar glaciers*, in contrast, always maintain temperatures far below melting.

B

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where there is little opportunity for summer *ablation* (loss of mass), snow changes to compacted *firn* and then crystallized ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of *surging glaciers*, a common glacier flows

about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometers in three months.

C

The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via *plastic deformation* and *basal slippage*. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the *zone of accumulation*. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these landforms do not become visible until after a glacier has *receded*. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a *horn*. The Matterhorn, in the Swiss Alps is one of the most famous horns. *Fjords*, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. *Hanging valleys* occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A *cirque* is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E

Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 6–10

Do the following statements agree with the information in Passage 1? In boxes 6–10 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 6 Glaciers exist only near the north and south poles. *F*
 7 Glaciers are formed by a combination of snow and other weather conditions. *T*

- 8 Glaciers normally move at a rate of about 5 to 10 inches a day. T
- 9 All parts of the glacier move at the same speed. I
- 10 During the last Ice Age, average temperatures were much lower than they are now. *Not given*

Questions 11–15

Match each definition below with the term it defines.

Write the letter of the term, **A–H**, on your Answer Sheet. There are more terms than definitions, so you will not use them all.

11 a glacier formed on a mountain

12 a glacier with temperatures well below freezing

13 a glacier that moves very quickly

14 a glacial valley formed near the ocean

15 a glacial valley that looks like a bowl

Terms

- A fjord
- B alpine glacier
- C horn
- D polar glacier
- E temperate glacier
- F hanging valley
- G cirque
- H surging glacier

READING PASSAGE 2

You should spend about 20 minutes on Questions 16–28, which are based on Passage 2 below.

Irish Potato Famine

A

In the ten years following the Irish potato famine of 1845, over 750,000 Irish people died, including many of those who attempted to immigrate to countries such as the United States and Canada. Prior to the potato blight, one of the main concerns in Ireland was overpopulation. In the early 1500s, the country's population was estimated at less than three million, but by 1840 this number had nearly tripled. The bountiful potato crop, which contains almost all of the nutrients that a person needs for survival, was largely to blame for the population growth. However, within five years of the failed crop of 1845, the population of Ireland was reduced by a quarter. A number of factors contributed to the plummet of the Irish population, namely the Irish dependency on the potato crop, the British tenure system, and the inadequate relief efforts of the English.

B

It is not known exactly how or when the potato was first introduced to Europe; however, the general assumption is that it arrived on a Spanish ship sometime in the 1600s. For more than one hundred years, Europeans believed that potatoes belonged to a botanical family of a poisonous breed. It was not until Marie Antoinette wore potato blossoms in her hair in the mid-eighteenth century that potatoes became a novelty. By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.

C

By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple. It wasn't uncommon for an Irish potato farmer to consume more than six pounds of potatoes a day. Families stored potatoes for the winter and even fed potatoes to their livestock. Because of this dependency, the unexpected potato blight of 1845 devastated the Irish. Investigators at first suggested that the blight was caused by static energy, smoke from railroad trains, or vapors from underground volcanoes; however, the root cause was later discovered as an airborne fungus that traveled from Mexico. Not only did the disease destroy the potato crops, it also infected all of the potatoes in storage at the time. Their families were dying from famine, but weakened farmers had retained little of their agricultural skills to harvest other crops. Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes.

D

While the potato blight generated mass starvation among the Irish, the people were held captive to their poverty by the British tenure system. Following the Napoleonic Wars of 1815, the English had turned their focus to their colonial land holdings. British landowners realized that the best way to profit from these holdings was to extract the resources and exports and charge expensive rents and taxes for people to live on the land. Under the tenure system, Protestant landlords owned 95 percent of the Irish land, which was divided up into five-acre plots for the people to live and farm on. As the population of Ireland grew, however, the plots were continuously subdivided into smaller parcels. Living conditions declined dramatically, and families were forced to move to less fertile land where almost nothing but the potato would grow.

E

During this same period of colonization, the Penal Laws were also instituted as a means of weakening the Irish spirit. Under the Penal Laws, Irish peasants were denied basic human rights, such as the right to speak their own native language, seek certain kinds of employment, practice their faith, receive education, and own land. Despite the famine that was devastating Ireland, the landlords had little compassion or sympathy for tenants unable to pay their rent. Approximately 500,000 Irish tenants were evicted by their landlords between 1845 and 1847. Many of these people also had their homes burned down and were put in jail for overdue rent.

F

The majority of the British officials in the 1840s adopted the laissez-faire philosophy, which supported a policy of nonintervention in the Irish plight. Prime Minister Sir Robert Peel was an exception. He showed compassion toward the Irish by making a move to repeal the Corn Laws, which had been put in place to protect British grain producers from the competition of foreign markets. For this hasty decision, Peel quickly lost the support of the British people and was forced to resign. The new Prime Minister, Lord John Russell, allowed assistant Charles Trevelyan to take complete control over all of the relief efforts in Ireland. Trevelyan believed that the Irish situation should be left to Providence. Claiming that it would be dangerous to let the Irish become dependent on other countries, he even took steps to close food depots that were selling corn and to redirect shipments of corn that were already on their way to Ireland. A few relief programs were eventually implemented, such as soup kitchens and workhouses; however, these were poorly run institutions that facilitated the spread of disease, tore apart families, and offered inadequate food supplies considering the extent of Ireland's shortages.

G

Many of the effects of the Irish potato famine are still evident today. Descendants of those who fled Ireland during the 1840s are dispersed all over the world. Some of the homes that were evacuated by absentee landlords still sit abandoned in the Irish hills. A number of Irish descendents still carry animosity toward the British for not putting people before politics. The potato blight itself still plagues the Irish people during certain growing seasons when weather conditions are favorable for the fungus to thrive.

Questions 16–20

The passage has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter in boxes 16–20 on your Answer Sheet.

- 16 the position of the British government towards the potato famine **A**
- 17 a description of the system of land ownership in Ireland **D**
- 18 early European attitudes toward the potato **B**
- 19 explanation of the lack of legal protection for Irish peasants **E**
- 20 the importance of the potato in Irish society **C**

Questions 21–28

Complete each sentence with the correct ending, **A–L** from the box at the top of the next page.

Write the correct letter in boxes 21–28 on your Answer Sheet. There are more endings than sentences, so you won't use them all.

- 21 At first Europeans didn't eat potatoes **I**
- 22 European monarchs encouraged potato growing
- 23 The potato blight was devastating to the Irish **C**
- 24 Farmers who grew oats, wheat, and barley didn't eat these crops **E**
- 25 Many Irish farmers lived on infertile plots
- 26 Many Irish farmers were arrested
- 27 Sir Robert Peel lost his position as prime minister **H**
- 28 Soup kitchens and workhouses didn't relieve the suffering **F**

Sentence Endings

- A because they couldn't pay the rent on their farms.
- B because railroad trains caused air pollution.
- C because potatoes were their main source of food.
- D because Charles Trevelyan took over relief efforts.
- E because they needed the profits to pay the rent.
- F because they weren't well-managed.
- G because there wasn't enough land for the increasing population.
- H because his efforts to help the Irish were unpopular among the British.
- I because they believed that potatoes were poisonous.
- J because the British instituted penal laws.
- K because it was discovered that potatoes are full of nutrients.
- L because Marie Antoinette used potato blossoms as decoration.

READING PASSAGE 3

You should spend about 20 minutes on Questions 29–40, which are based on Reading Passage 3.

Anesthesiology

Since the beginning of time, man has sought natural remedies for pain. Between 40 and 60 A.D., Greek physician, Dioscorides traveled with the Roman armies, studying the medicinal properties of plants and minerals. His book, *De materia medica*, written in five volumes and translated into at least seven languages, was the primary reference source for physicians for over sixteen centuries. The field of anesthesiology¹, which was once nothing more than a list of medicinal plants and makeshift remedies, has grown into one of the most important fields in medicine.

Many of the early pain relievers were based on myth and did little to relieve the suffering of an ill or injured person. The mandragora (now known as the mandrake plant) was one of the first plants to be used as an anesthetic¹. Due to the apparent screaming that the plant made as it was pulled from the ground, people in the Middle Ages believed that the person who removed the mandrake from the earth would either die or go insane. This superstition may have resulted because the split root of the mandrake resembled the human form. In order to pull the root from the ground, the plant collector would loosen it and tie the stem to an animal. It was believed that the safest time to uproot a mandrake was in the moonlight, and the best animal to use was a black dog. In his manual, Dioscorides suggested boiling the root with wine and having a man drink the potion to remove sensation before cutting his flesh or burning his skin. Opium and Indian hemp were later used to induce sleep before a painful procedure or to relieve the pain of an illness. Other remedies such as cocaine did more harm to the patient than good as people died from their addictions. President Ulysses S. Grant became addicted to cocaine before he died of throat cancer in 1885.

¹BRITISH: anaesthesiology/an anesthetic

The modern field of anesthetics dates to the incident when nitrous oxide (more commonly known as laughing gas) was accidentally discovered. Humphrey Davy, the inventor of the miner's lamp, discovered that inhaling the toxic compound caused a strange euphoria, followed by fits of laughter, tears, and sometimes unconsciousness. U.S. dentist, Horace Wells, was the first on record to experiment with laughing gas, which he used in 1844 to relieve pain during a tooth extraction. Two years later, Dr. William Morton created the first anesthetic machine. This apparatus was a simple glass globe containing an ether-soaked sponge. Morton considered ether a good alternative to nitrous oxide because the numbing effect lasted considerably longer. His apparatus allowed the patient to inhale vapors¹ whenever the pain became unbearable. In 1846, during a trial experiment in Boston, a tumor² was successfully removed from a man's jaw area while he was anesthetized with Morton's machine.

The first use of anesthesia in the obstetric field occurred in Scotland by Dr. James Simpson. Instead of ether, which he considered irritating to the eyes, Simpson administered chloroform to reduce the pain of childbirth. Simpson sprinkled chloroform on a handkerchief and allowed laboring³ women to inhale the fumes at their own discretion. In 1853, Queen Victoria agreed to use chloroform during the birth of her eighth child. Soon the use of chloroform during childbirth was both acceptable and fashionable. However, as chloroform became a more popular anesthetic, knowledge of its toxicity surfaced, and it was soon obsolete.

After World War II, numerous developments were made in the field of anesthetics. Surgical procedures that had been unthinkable were being performed with little or no pain felt by the patient. Rather than physicians or nurses who administered pain relief as part of their profession, anesthesiologists became specialists in suppressing consciousness and alleviating pain. Anesthesiologists today are classified as perioperative physicians, meaning they take care of a patient before, during, and after surgical procedures. It takes over eight years of schooling and four years of residency until an anesthesiologist is prepared to practice in the United States. These experts are trained to administer three different types of anesthetics: general, local, and regional. General anesthetic is used to put a patient into a temporary state of unconsciousness. Local anesthetic is used only at the affected site and causes a loss of sensation. Regional anesthetic is used to block the sensation and possibly the movement of a larger portion of the body. As well as controlling the levels of pain for the patient before and throughout an operation, anesthesiologists are responsible for monitoring and controlling the patient's vital functions during the procedure and assessing the medical needs in the post-operative room.

The number of anesthesiologists in the United States has more than doubled since the 1970s, as has the improvement and success of operative care. In addition, complications from anesthesiology have declined dramatically. Over 40 million anesthetics are administered in the United States each year, with only 1 in 250,000 causing death.

¹BRITISH: vapours

²BRITISH: tumour

³BRITISH: labouring

Questions 29–34

Do the following statements agree with the information in Passage 3? In boxes 29–34 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

29 Dioscorides' book, *De materia medica*, fell out of use after 60 A.D. **F**

30 Mandragora was used as an anesthetic during the Middle Ages. **T**

31 Nitrous oxide can cause the user to both laugh and cry. **T**

32 During the second half of the 19th century, most dentists used anesthesia. *Not mentioned*

33 Anesthesiologists in the United States are required to have 12 years of education and training. *Not given*

34 There are fewer anesthesiologists in the United States now than in the past. **F**

Questions 35–40

Match each fact about anesthesia with the type of anesthetic that it refers to. There are more types of anesthetics listed than facts, so you won't use them all. Write the correct letter, **A–H** in boxes 35–40 on your Answer Sheet.

35 used by sprinkling on a handkerchief

36 used on only one specific part of the body

37 used by boiling with wine

38 used first during a dental procedure

39 used to stop feeling over a larger area of the body

40 used in the first anesthetic machine

Types of Anesthetic

- A** general anesthetic
B local anesthetic
C regional anesthetic
D chloroform
E ether
F nitrous oxide
G opium
H mandrake

Model Test 2

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **2** tasks on this question paper.

You must do **both** tasks.

Underlength answers will be penalized.

WRITING TASK 1

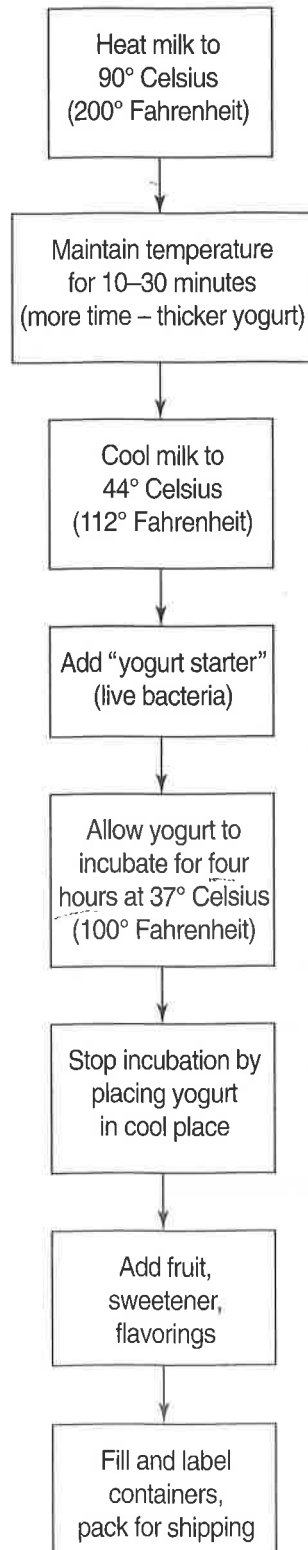
You should spend no more than 20 minutes on this task.

The diagram below shows the steps in the process of manufacturing yogurt.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Manufacturing Yogurt



heating

Cooling

incubation

Cooling

process of making yogurt consists

4 stages process that takes less than 5 hours to make yogurt.

The process starts by heating milk

for 20-30 at the 200 Fahrenheit

then cooled heated milk will be mixed to 40° Fahrenheit

to 40° Fahrenheit

WRITING TASK 2

You should spend no more than 40 minutes on this task.

Write about the following topic:

Families who do not send their children to government-financed schools should not be required to pay taxes that support universal education.

To what extent do you agree or disagree with this statement? Give reasons for your answer, and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

SPEAKING

Examiner Questions:

Part 1

Do you have a job? Do you like it? Why or why not?

Why did you choose this job?

What kind of education or training did you need to get this job?

Describe an activity you enjoy doing in your free time.

How long have you been doing this activity? How did you learn it?

In your free time, do you prefer activities you can do with other people, or activities you can do alone?
Why?

Is having a lot of free time important to you? Why or why not?

Part 2

Describe a holiday¹ that you have celebrated recently.

You should say:

what the purpose of the holiday is

who you celebrated with

why this holiday is important to you

and describe some activities that you did as part of the celebration

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3

What are some important holidays in your country?

Why do people celebrate holidays?

Do you think holiday celebrations have changed over the years? Why or why not?

Do you think the importance of holiday celebrations has changed over the years? Why or why not?

How will holidays be different in the future?

¹AMERICAN and BRITISH: A special day commemorating a religious, historical, social, or political event.

ACADEMIC MODEL TEST 3

Model Test 3

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**LISTENING****TIME** Approx. 30 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.**At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.****Do not remove this booklet from the examination room.****INFORMATION FOR CANDIDATES**There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

SECTION 1 QUESTIONS 1-10

CD2
TRACK
10

Questions (1-4)

Complete the form below. Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Lost Item Report

Day item was lost:

Example Monday

Reported by:

Last Name BrownFirst name 1 PattiPhones: Home (not given)Address 2 17High Street, 3 App

#5

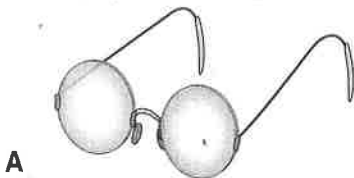
Office (not given)City Riverdale4 Cell 305-5938

Questions 5-10

CD2
TRACK
11

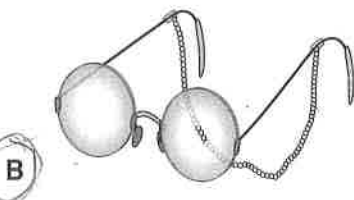
Choose the correct letter, A, B, or C.

5 What do the woman's glasses look like?

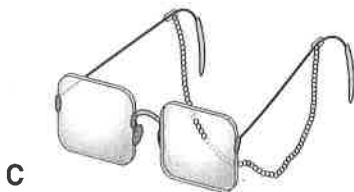


9 What time did the train arrive?

- A 5:00
☒ B 10:00
 C 10:30



10 Where did the woman find her glasses?



A



6 Where was the woman sitting when she lost her glasses?

- ☒ A By the window
 B Next to the door
 C In the train station

B



7 What was the woman reading?

- A A book
 B A newspaper
☒ C A magazine

8 Where was the woman going on the train?

- A Home
 B To work
☒ C To visit her aunt



SECTION 2 QUESTIONS 11–20

CD2
TRACK
12

Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

Places to look for housing

Not recommended:

Near university too expensive
Downtown¹ 11 mainly commercial areas
12 too far from the university

Recommended:

Uptown² 13 low price
a lot of buses go there

Greenfield Park closer to the university
you need 14 a car

CD2
TRACK
13

Places to look for ads³

15 university student centre

University newspaper

16 local newspaper

Internet

Available at the Student Counseling Center⁴

city maps

17 city bus schedule

18 roommate matching service

list of 19 inexpensive

information about 20 meal plans

roommate matching
furniture stores

SECTION 3 QUESTIONS 21–30

CD2
TRACK
14

Questions 21–25

Complete the table below. Write **NO MORE THAN THREE WORDS** for each answer.

Bicycles as Transportation: Advantages and Disadvantages

Advantages	Disadvantages
They are good for 21 <u>health</u>	You can't ride in 24 <u>bad weather</u>
They are 22 <u>cheaper than</u> cars	You can't ride if you have bad health
They don't cause 23 <u>pollution</u>	You can't ride if your trip is 25 <u>long distance</u>

¹BRITISH: city centre

²BRITISH: area north of city centre

³BRITISH: advertisements/adverts

⁴BRITISH: centre

CD2
TRACK
15

Questions 26-30

Complete the notes below. Write NO MORE THAN THREE WORDS for each answer.

Encouraging Bicycle Riding

Cities can:

- 26 make bike lanes on roads bikes
 make places to 27 lock up at subway stations
 provide 28 maps
bicycling maps ✓

Bicycling Equipment

- Safety: wear a 29 helmet
 reflective tape
 Comfort: light clothes
 30 waterproof clothes

CD2
TRACK
16

SECTION 4 QUESTIONS 31-40

Questions 31-40

Complete the outline. Write NO MORE THAN THREE WORDS for each answer.

Writing a Research Paper

I. Choose a topic

A Look at 31 suggested topic list topic list

B Make topic more specific

C Get 32 final approvalII. 33 Gather information

A. Library

1. Reference and other types of books
2. Journals, 34 magazine & newspapers
3. Atlases and other similar sources

B. Internet

1. Online journals and newspapers
2. Online 35 Encyclopedias

III. 36 write a thesis statementwrite thesis statement

IV. Write an outline

A. Introduction

B. 37 bodyC. 38 conclusionV. 39 organize notes

VI. Write first draft

VII. 40 revise your draft

VIII. Type final draft

Model Test 3

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.

Allergy Testing

Notes
allergy

Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens. Some of the most common allergens are made up of proteins found in plants, mold, food, venom, animal skin, and medication. Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing to life-threatening conditions related to the respiratory and gastrointestinal organs. Serious allergic reactions are more likely to result from food, drugs, and stinging insects. A person does not become allergic to a particular substance until after the first exposure. However, in some cases, even trace amounts of a substance, such as peanuts or seafood in a mother's breast milk, can cause an allergic reaction in a subsequent exposure.

A variety of allergy tests are available for determining specific substances that trigger allergic reactions in individuals. Allergists, also known as immunologists, are trained in selecting the types of tests that are both safe and appropriate, depending on the suspected allergies. By using allergen extracts, tiny amounts of commonly bothersome allergens (usually in the form of purified liquid drops), immunologists are often able to isolate which substances cause reactions in allergy sufferers.

types of tests

One of the most common types of environmental allergy tests is the skin-prick test. This technique involves placing small drops of potential allergen onto the skin of the forearm about one to two inches apart. After the drops are placed on the arm, a needle is used to puncture the skin at the site of each drop. (Though the procedure is virtually painless, this test is often done on the upper back of children to prevent them from seeing the needle.) If an allergy is present, an allergic antibody called immunoglobulin E (IgE) will activate a special cell called a mast cell. Mast cells release chemicals (also known as mediators) that cause itching and swelling. The most common mediator is histamine. Histamine is what causes the controlled hive known as a wheal and flare. The white wheal is the small raised surface, while the flare is the redness that spreads out from it. In an uncontrolled allergic reaction, wheals and flares can get much bigger and spread all over a person's body. Results from a skin test can usually be obtained within 20 to 30 minutes, while the reaction usually fades within a few hours.

Another test that is very similar to the skin-prick test is the intradermal allergy test. This involves placing the allergen sample under the skin with a syringe. The intradermal test involves more risk and is usually saved for use if the allergy persists even after a skin-prick test comes back negative. People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests. These allergy sufferers may be hypersensitive to even trace amount of the allergens when they are introduced into the blood. Anaphylaxis is an allergic reaction that affects the whole body and is potentially life-threatening. Hives on the lips and throat can become severe enough to block air passage. Anaphylactic shock occurs when enough histamine is released to cause the blood vessels to dilate and release fluid into the tissues. This lowers blood volume and can result in heart failure.

A blood test can be performed to safely isolate over 400 different allergies, including dangerous food and environmental allergens. The Radio Allergo Sorbant Test (RAST) measures

specific IgE antibodies using a blood sample. IgE is normally found in very small amounts in the blood; it is created as a defense¹ mechanism when it senses an intruder. Separate tests are done for each potential allergen, and IgE results are graded from 0 to 6. For example, canine serum IgE will be high if a person has an allergy to dogs. The RAST is used if patients have pre-existing skin conditions or if patients cannot stop taking certain medications such as antidepressants or antihistamines for even a short period of time. (People must stop taking antihistamines several days prior to taking a skin allergy test because the medication can interfere with the results.) The RAST is a more expensive test that does not provide immediate results.

A number of other allergy tests are available, though many are considered unreliable according to The Academy of Allergy, Asthma, and Immunology. Applied kinesiology is a test that analyzes² the loss of muscle strength in the presence of potential allergens. Provocation and neutralization³ testing involves injecting food allergens into the skin in different quantities, with the goal of determining the smallest dose needed to neutralize the symptoms. Sublingual provocation and neutralization is a similar test, except that the allergens are injected underneath the tongue. Cytotoxicity testing involves watching for the reaction of blood cells after placing allergens on a slide next to a person's blood samples.

After using a reliable testing method, the cause of an allergic reaction is often identified, and a physician is able to help a patient develop a treatment plan with the goal of controlling or eliminating the allergic symptoms. Those who are allergic to furry pets, pollen, and plants are prescribed mild medication or taught how to control their reactions with simple lifestyle changes, while those with food allergies learn to safely remove certain foods from their diets. Allergy sufferers who are prone to anaphylactic reactions are educated about life-saving techniques such as carrying the drug epinephrine and wearing medical alert bracelets. As soon as people understand their allergies, they can begin to experience an improved quality of life.

Questions 1–7

The passage describes three different types of allergy tests. Which of the characteristics below belongs to which type of test? In boxes 1–7 on your Answer Sheet, write

- A if it is a characteristic of the skin-prick test.
- B if it is a characteristic of the intradermal test.
- C if it is a characteristic of the blood test.

- 1 A substance is inserted beneath the skin with a needle. B
- 2 It is often done on a patient's back. A
- 3 It is advisable for patients who have skin problems. C
- 4 It is not advisable for patients who have had serious allergic reactions in the past. B
- 5 It shows results within half an hour. A
- 6 It can cause red and white bumps on the patient's skin. A
- 7 It has a higher cost than other tests. C

¹BRITISH: defence

²BRITISH: analyses

³BRITISH: neutralisation/neutralise

Questions 8–14

Complete the summary of the reading passage below. Choose your answers from the box below, and write them in boxes 8–14 on your Answer Sheet. There are more words than spaces so you will not use them all.

Allergic reactions result from touching, breathing, or 8 *causing* certain substances called 9 *Allergens*. Coughing or itching are two possible 10 *signs* of an allergic reaction. More serious allergic reactions may result from certain insect bites, foods, or 11 *inhalation*. A severe allergic reaction is known as 12 *Anaphylaxis*. It can result in loss of blood volume and heart failure. Doctors can use a variety of tests to 13 *identify* the source of an allergy. Treatment may include taking medication or 14 *avoiding* the substances that cause the allergic reaction.

mold	anaphylaxis	treat
avoiding	identify	signs
antihistamine	eating	
smelling	causes	
medicines	allergens	

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.

The Sacred Pipe

Hand made object

The sacred pipe was one of the most important artifacts of the indigenous people of North America. In almost every culture, the sacred pipe was considered a gift from The Great Spirit. The Cree believed that the pipe, the tobacco, and the fire were given as parting gifts from the Creator, while the Iowa Black Bear clan believed that the pipe bowl and later the pipe stem emerged from the earth as gifts to the earth's first bears. In most cases, the sacred pipe was considered a medium through which humans could pray to The Great Spirit, asking for guidance, health, and the necessities of life. In order for the prayers to reach the Great Spirit, they had to travel in the plumes of smoke from the sacred pipe. Because of its connection to the spiritual world, the pipe was treated with more respect than any human being, especially when the pipe bowl was joined to the stem.

Unlike the common pipe, which was used by average tribesmen for casual smoking purposes, the sacred pipe was built with precise craftsmanship. Before a pipe was carved, the catlinite (pipestone) was blessed and prayed over. The bowl of the traditional sacred pipe was made of red pipestone to represent the Earth. The wooden stem represented all that grew upon the Earth. In the Lakota Society, as in many Native American tribes, the people believed that the pipe bowl also represented a woman while the pipe stem represented a man. Joined together, the pipe symbolized the circle of love between a man and woman. The sacred pipe was the only object that was built by both genders; men carved the bowl and stem while women decorated the pipe with porcupine quills. In many tribes the man and woman held onto the sacred pipe during the marriage ceremony.

Questions 34–37

Match each description below with the ocean region that it describes.

In boxes 34–37 on your Answer Sheet, write

- A if it describes the Ring of Fire
 B if it describes the Mid-Ocean Ridge

34 It is known for the earthquakes that occur there. A

35 It is over one thousand miles wide. B

36 It is a mountain range. B

37 It contains the majority of the earth's volcanoes. A

Questions 38–40

The list below gives some possible reasons for mapping the ocean floor.

Which three of these reasons are mentioned in the reading passage?

Write the appropriate Roman numerals *i–iv* in boxes 38–40 on your Answer Sheet.

- i Predicting earthquakes
- ii Finding new fuel resources
- iii Protecting ocean life
- iv Understanding weather patterns
- v Improving communications systems
- vi Improving the fishing industry

Model Test 3

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

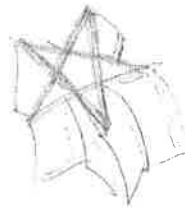
TIME 1 hour**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.**Do not remove this booklet from the examination room.****INFORMATION FOR CANDIDATES**There are **2** tasks on this question paper.You must do **both** tasks.

Underlength answers will be penalized.



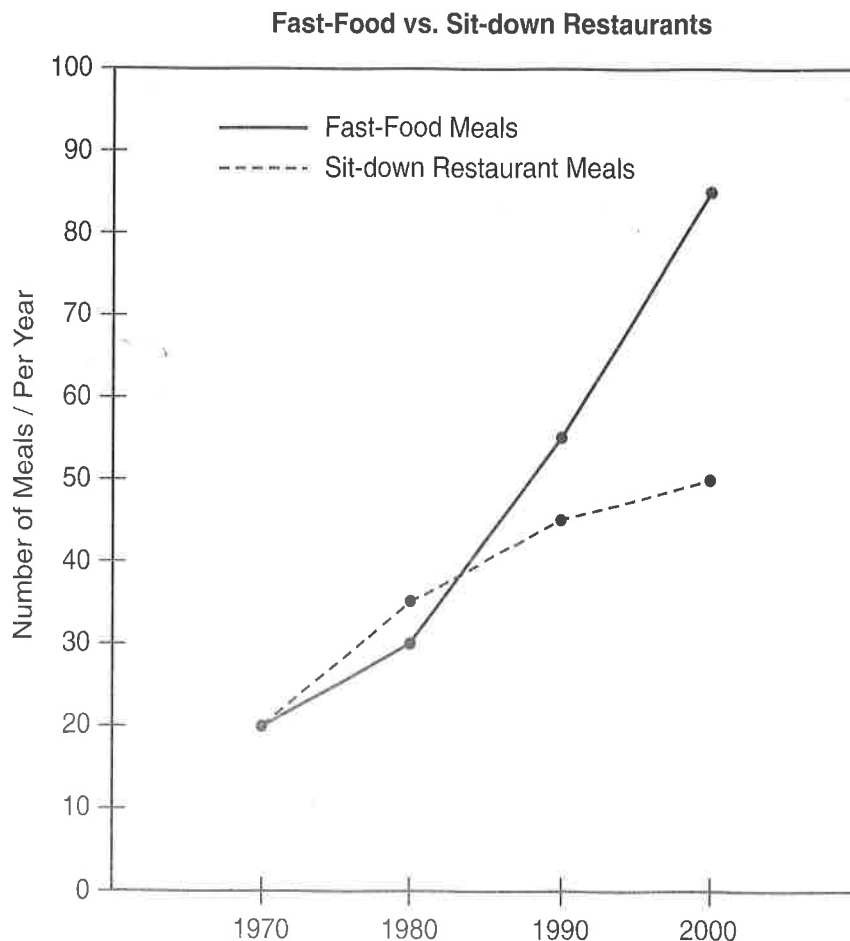
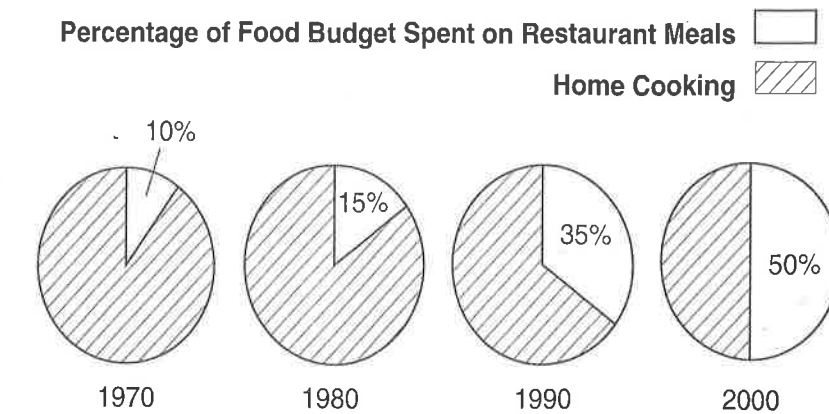
WRITING TASK 1

You should spend no more than 20 minutes on this task.

The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the number of meals eaten in fast-food restaurants and sit-down restaurants.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.



¹BRITISH: summarise

WRITING TASK 2

You should spend no more than 40 minutes on this task.

Write about the following topic.

By punishing murderers with the death penalty, society is also guilty of committing murder. Therefore, life in prison is a better punishment for murderers.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

SPEAKING

Examiner Questions:

Part 1

- What kind of food do you enjoy eating?
- What are some kinds of food you never eat? Why?
- Do you generally prefer to eat at home or at a restaurant? Why?
- What are some reasons that people eat at restaurants?
- Describe some things you enjoy doing with your friends.
- Do you think it's better to have a large group of friends or a few close friends? Why?
- How do people choose their friends?
- Have you remained friends with people from your childhood? Why or why not?

Repeat
Repeat

Repeat

Part 2

Describe a teacher from your past that you remember.

You should say:

- what class the teacher taught you and how old you were
- what the teacher's special qualities and characteristics were
- why you remember this teacher

Execution

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

quite good

Part 3

- What kind of person makes a good teacher?
- Why do you think people choose to become teachers?
- Which is more important for a teacher—to be an expert in the subject he or she teaches, or to be very skilled at explaining things and motivating students to learn?
- How are schools different now from when you were young? How do you think they will be different in the future?

quite good

quite good

ACADEMIC MODEL TEST 4

Model Test 4

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**LISTENING****TIME** Approx. 30 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.**At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.****Do not remove this booklet from the examination room.****INFORMATION FOR CANDIDATES**There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

CD2
TRACK
23

Questions 24–30

Complete the chart showing the steps Janet took to complete her research project.

Write **NO MORE THAN THREE WORDS** for each answer.

- A. Choose topic
- B. Do **24** Research
- C. Choose **25** Research method
- D. Submit research **26** question
- E. Choose subjects
- F. **27** submit
- G. Send out **28** the questionnaire
- H. **29** Make charts and graphs
- I. Write a **30** Report

SECTION 4 QUESTIONS 31–40

CD2
TRACK
24

Questions 31–34

According to the talk, in which parts of the world do crows live? Choose four places and write the correct letters, **A–F** in boxes 31–34 on your Answer Sheet.

- ☒ **A** North America
- ☐ **B** South America
- ☐ **C** Antarctica
- ☐ **D** Hawaii
- ☐ **E** Europe
- ☐ **F** Asia

Questions 35–40

Complete the table with information about the American crow.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Length	35 <u>39–49</u> centimeters
Color	36 <u>black</u>
Favorite food	corn
Nest material	37 <u>sticks</u>
Nesting place	38 <u>tree/bushes</u>
Number of eggs	39 <u>3 to 6</u>
Days to hatch	18
Days to fly	40 <u>16 days</u>

Model Test 4

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**ACADEMIC READING****TIME** 1 Hour**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1.

One Hundred Days of Reform

Since the early 1800s, the term *one hundred days* has represented a political phrase, referring to a short period of concentrated political reform. In most cases, this period comes immediately after a new leader takes over a nation. The original Hundred Days took place between March and June of 1815, when Napoleon escaped from Elba, and King Louis XVIII reclaimed his throne. This was one of the results of the Battle of Waterloo. The Hundred Days of Reform in China (also known as the Wuxu Reform) was inspired by a similar event. After losing the Sino-Japanese war, the Emperor Guwangxu found his country to be in a major crisis. Desperate for change, the emperor hired the help of a young political activist named K'ang Yu-wei. At the age of only 27, K'ang had graduated with the highest degree (chin-shih), written two books on reform, and initiated several of his own political reform movements. K'ang impressed the court and convinced the emperor that China, like Japan, should form a constitutional government and do away with its monarchy.

On June 11, 1898, Emperor Guwangxu entrusted the reform movement to K'ang and put the progressive scholar-reformer in control of the government. Immediately, K'ang, with the help of a few other reformers, began work on changing China into a more modern society. Within days, the imperial court issued a number of statutes related to the social and political structure of the nation. First, K'ang planned to reform China's education system. The edicts called for a universal school system with an emphasis on practical and Western studies rather than Neo-Confucian orthodoxy. The new government also wanted to modernize¹ the country's examination systems and send more students abroad to gain firsthand knowledge of how technology was developing in other countries. K'ang also called for the establishment of a national parliamentary government, including popularly elected members and ministries. Military reform and the establishment of a new defense² system as well as the modernization of agriculture and medicine were also on the agenda.

These edicts were threatening to Chinese ideologies and institutions, especially, the army, which at the time was controlled by a few governor-generals. There was intense opposition to the reform at all levels of society, and only one in fifteen provinces made attempts to implement the edicts. The Manchus, who considered the reform a radical and unrealistic idea, suggested that more gradual changes needed to be made. Just three months after the reform had begun, a coup d'état was organized by Yuan Shikai and Empress Dowager Cixi to force Guangxu and the young reformers out of power and into seclusion. A few of the reformer's chief advocates who refused to leave were executed. After September 21st, the new edicts were abolished, and the conservatives regained their power.

Many Chinese civilians felt that the aftermath of the One Hundred Days of Reform was more detrimental to China than the short-lived failed attempt at reform. Immediately following the conservative takeover, anti-foreign and anti-Christian secret societies tore through northern China, targeting foreign concessions and missionary facilities. The violence of these "Boxer bands" provoked retaliation from the offended nations, and the government was forced to declare war on the invaders. By August, an Allied force made up of armies from nine European nations as well as the United States and Japan entered Peking. With little

¹BRITISH: modernise

²BRITISH: defence

effort, north China was occupied, and foreign troops had stationed themselves inside the border. The court was ordered to either execute or punish many of its high officials under the Protocol of 1901. Rather than dividing up the occupied territory among the powers, the Allies settled on an "open door" trade policy. Within a decade, the court ordered many of the original reform measures, including the modernization of the education and military system.

The traditional view of the One Hundred Days of Reform depicted Emperor Guwangxu and K'ang Yu-wei as heroes and Empress Dowager Cixi as the villain who refused to reform even though the change was inevitable. However, since the *One Hundred Days* has turned into a cliché related to political failures, historians in the 20th century often portray the Wuxu Reform as an irrational dream. The fact that the reforms were implemented in a matter of decades, rather than months, suggests that the conservative elites may have been more opposed to the immediacy of the proposed edicts rather than the changes themselves.

Questions 1–4

What were some of the reforms planned during the One Hundred Days of Reform in China? Choose four answers from the list below, and write the correct letters, **A–G** in boxes 1–4 on your Answer Sheet.

- ☒ **A** Modernization of the school system
- ☒ **B** Establishment of a parliament
- ☒ **C** Focus on the study of Confucianism
- ☒ **D** Reorganization of the military
- ☐ **E** Abolition of elections
- ☒ **F** Improvement of farming
- ☐ **G** Initiation of foreign trade

overthrew
villain
the
dislike

Questions 5–13

Complete the sentences about the reading passage below.

Choose your answers from the box below, and write them in boxes **5–13** on your Answer Sheet. There are more choices than spaces, so you will not use them all.

- 5 China F with Japan.
- 6 Emperor Guwangxu put K'ang Yu-wei B.
- 7 After June 11, 1898, the reforms 1.
- 8 People throughout China 4M.
- 9 Yuan Shikai and Empress Dowager Cixi 14E.
- 10 The reforms E after September 21st.
- 11 Secret societies attacked 4.
- 12 European, U.S., and Japanese troops K.
- 13 Eventually, the reforms IV.

- A** overthrew the government
- B** in charge of the reform movement
- C** were voted in
- D** in prison
- E** were abolished
- F** lost a war
- G** began trade
- H** foreigners in China
- I** were executed
- J** reform supporters
- K** occupied China
- L** were initiated
- M** opposed the reforms
- N** were reestablished

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2.

Sleep Apnea

Sleep apnea is a common sleeping disorder. It affects a number of adults comparable to the percentage of the population that suffers from diabetes. The term *apnea* is of Greek origin and means “without breath.” Sufferers of sleep apnea stop breathing repeatedly while they sleep. This can happen hundreds of times during the night, each gasp lasting from 10 to 30 seconds. In extreme cases, people stop breathing for more than a minute at a time.

Types There are three different types of sleep apnea, with obstructive sleep apnea being the most common. Obstructive sleep apnea (OSA), which affects 90 percent of sleep apnea sufferers, occurs because of an upper airway obstruction. A person's breathing stops when air is somehow prevented from entering the trachea. The most common sites for air to get trapped include the nasal passage, the tongue, the tonsils, and the uvula. Fatty tissue or tightened muscles at the back of a throat can also cause the obstruction. Central sleep apnea has a different root cause, though the consequences are the same. In central sleep apnea, the brain forgets to send the signal that tells the muscles that it's time to breathe. The term *central* is used because this type of apnea is related to the central nervous system rather than the blocked airflow. The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form. Fortunately, in all types of apnea, the brain eventually signals for a person to wake up so that breathing can resume. However, this continuous pattern of interrupted sleep is hard on the body and results in very little rest.

Risk Factors Sleep apnea is associated with a number of risk factors, including being overweight, male, and over the age of forty. However, like many disorders, sleep apnea can affect children and in many cases is found to be the result of a person's genetic makeup. Despite being so widespread, this disorder often goes undiagnosed. Many people experience symptoms for their whole lives without realizing they have a serious sleep disorder. Oftentimes, it is not the person suffering from sleep apnea who notices the repetitive episodes of sleep interruption, but a partner or family member sleeping nearby. The air cessation is generally accompanied by heavy snoring, loud enough to rouse others from sleep. Those who live alone are less likely to receive early diagnosis, though other symptoms such as headaches, dizziness, irritability, and exhaustion may cause a person to seek medical advice. If left untreated, sleep apnea, which is a progressive disorder, can cause cardiovascular problems, increasing the risk of heart disease and stroke. Sleep apnea is also blamed for many cases of impaired driving and poor job performance.

Diagnosis In order to diagnose sleep apnea, patients are generally sent to a sleep center for a polysomnography test. This test monitors brain waves, muscle tension, breathing, eye movement, and oxygen in the blood. Audio monitoring for snoring, gasping, and episodic waking is also done during a polysomnogram. Nonintrusive solutions for treating sleep apnea involve simple lifestyle changes. In many cases, symptoms of sleep apnea can be eliminated when patients try losing weight or abstaining from alcohol. People who sleep on their backs or stomachs often find that their symptoms disappear if they try sleeping on their sides. Sleep specialists also claim that sleeping pills interfere with the natural performance of the throat and mouth muscles and suggest patients do away with all sleep medication for a trial period. When these treatments prove unsuccessful, sleep apnea sufferers can be fitted with a CPAP

mask, which is worn at night over the mouth and nose, similar to an oxygen mask. CPAP stands for Continuous Positive Airway Pressure.

Extreme cases

In extreme cases, especially when facial deformities are the cause of the sleep apnea, surgery is needed to make a clear passage for the air. Many different types of surgeries are available. The most common form of surgery used to combat sleep apnea is uvulo-palato-pharyngoplasty (UPPP). This procedure involves removing the uvula and the excess tissue around it. UPPP helps about 50 percent of patients who undergo the procedure, while the other half continue to rely on the CPAP machine even after the surgery. Another type of surgery called mandibular myotomy involves removing a piece of the jaw, and adjusting the tongue. By reattaching¹ the tongue to a position about ten millimeters forward, air is able to flow more freely during sleep. This delicate procedure is performed only by surgeons with expertise in facial surgery and is almost always successful in eliminating the air obstruction. The latest surgical procedures use radio frequencies to shrink the tissue around the tongue, throat, and soft palate.

Questions 14–18

The passage describes three different types of sleep apnea. Which of the characteristics below belongs to which type of sleep apnea? In boxes 14–18 on your Answer Sheet, write

- A if it is a characteristic of obstructive sleep apnea.
- B if it is a characteristic of central sleep apnea.
- C if it is a characteristic of mixed apnea.

- 14 Its root cause is a blockage at the trachea. A
- 15 It is connected exclusively with the nervous system. B
- 16 It involves blocked airflow and a brain malfunction. B
- 17 It is the most unusual type of sleep apnea. C
- 18 It is the most common form of sleep apnea. A

Questions 19–23

Do the following statements agree with the information in Reading Passage 2?

In boxes 19–23 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
- FALSE** if the statement contradicts the passage.
- NOT GIVEN** if there is no information about this in the passage.

- 19 Sleep apnea only affects men over 40. F
- 20 Most people with sleep apnea have the problem diagnosed. F

¹BRITISH: re-attaching

21 Often a relative of the sleep apnea sufferer is the first to notice the problem. F

22 Sleep apnea is more common in Greece than in other countries. Not given

23 Sleep apnea can cause problems at work. T

Questions 24–27

Which treatments for sleep apnea are mentioned in the passage?

Choose four answers from the list below, and write the correct letters, **A–G**, in boxes 1–4 on your Answer Sheet.

- ☐ A getting surgery
- ☐ B wearing a mask
- ☒ C taking sleeping pills
- ☐ D reducing one's weight
- ☐ E massaging the throat muscles
- ☐ F sleeping on one's side
- ☒ G drinking moderate amounts of alcohol

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3.

Adult Intelligence

Over 90 years ago, Binet and Simon delineated two different methods of assessing intelligence. These were the psychological method (which concentrates mostly on intellectual processes, such as memory and abstract reasoning) and the pedagogical method (which concentrates on assessing what an individual knows). The main concern of Binet and Simon was to predict elementary school performance independently from the social and economic background of the individual student. As a result, they settled on the psychological method, and they spawned an intelligence assessment paradigm, which has been substantially unchanged from their original tests.

With few exceptions, the development of adult intelligence assessment instruments proceeded along the same lines of the Binet-Simon tests. Nevertheless, the difficulty of items was increased for older examinees. Thus, extant adult intelligence tests were created as little more than upward extensions of the original Binet-Simon scales. The Binet-Simon tests are quite effective in predicting school success in both primary and secondary educational environments. However, they have been found to be much less predictive of success in post-secondary academic and occupational domains. Such a discrepancy provokes fundamental questions about intelligence. One highly debated question asks whether college success is actually dependent on currently used forms of measured intelligence, or if present measures of intelligence are inadequately sampling the wider domain of adult intellect. One possible answer to this question lies in questioning the preference of the psychological method over the pedagogical method for assessing adult intellect. Recent research across the fields of education, cognitive science, and adult development suggests that much of adult intellect is indeed not adequately sampled by extant intelligence measures and might be better assessed through the pedagogical method (Ackerman, 1996; Gregory, 1994).

Research
Redefined

Several lines of research have also converged on a redefinition of adult intellect that places a greater emphasis on content (knowledge) over process. Substantial strides have been made in delineating knowledge aspects of intellectual performance which are divergent from traditional measures of intelligence (e.g., Wagner, 1987) and in demonstrating that adult performance is greatly influenced by prior topic and domain knowledge (e.g., Alexander et al., 1994). Even some older testing literature seems to indicate that the knowledge measured by the Graduate Records Examination (GRE) is a comparable or better indicator of future graduate school success and post-graduate performance than traditional aptitude measures (Willingham, 1974).

Knowledge and Intelligence

When an adult is presented with a completely novel problem (e.g., memorizing a random set of numbers or letters), the basic intellectual processes are typically implicated in predicting which individuals will be successful in solving problems. The dilemma for adult intellectual assessment is that the adult is rarely presented with a completely novel problem in the real world of academic or occupational endeavors¹. Rather, the problems that an adult is asked to solve almost inevitably draw greatly on his/her accumulated knowledge and skills—one does not build a house by only memorizing physics formulae. For an adult, intellect is better conceptualized by the tasks that the person can accomplish and the skills that he/she has developed rather than the number of digits that can be stored in working memory or the number of syllogistic reasoning items that can be correctly evaluated. Thus, the content of the intellect is at least as important as the processes of intellect in determining an adult's real-world problem-solving efficacy.

From the artificial intelligence field, researchers have discarded the idea of a useful general problem solver in favor² of knowledge-based expert systems. This is because no amount of processing power can achieve real-world problem-solving proficiency without an extensive set of domain-relevant knowledge structures. Gregory (1994) describes the difference between such concepts as "potential intelligence" (knowledge) and "kinetic intelligence" (process). Similarly, Schank and Birnbaum (1994) say that "what makes someone intelligent is what he [/she] knows."

One line of relevant educational research is from the examination of expert-novice differences which indicates that the typical expert is found to mainly differ from the novice in terms of experience and the knowledge structures that are developed through that experience rather than in terms of intellectual processes (e.g., Glaser, 1991). Additional research from developmental and gerontological perspectives has also shown that various aspects of adult intellectual functioning are greatly determined by knowledge structures and less influenced by the kinds of process measures which have been shown to decline with age over adult development (e.g., Schooler, 1987; Willis & Tosti-Vasey, 1990).

Shifting Paradigms

By bringing together a variety of sources of research evidence, it is clear that our current methods of assessing adult intellect are insufficient. When we are confronted with situations in which the intellectual performance of adults must be predicted (e.g., continuing education or adult learning programs), we must begin to take account of what they know in addition to the traditional assessment of intellectual processes. Because adults are quite diverse in their knowledge structures (e.g., a physicist may know many different things than a carpen-

¹BRITISH: endeavours

²BRITISH: favour

Questions 35–39

Do the following statements agree with the information in Reading Passage 3?

In boxes 35–39 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 35 The Binet-Simon tests have not changed significantly over the years. *TV*
 36 Success in elementary school is a predictor of success in college. *Not given F*
 37 Research suggests that experts generally have more developed intellectual processes than novices. *Not given F*
 38 Knowledge structures in adults decrease with age. *Not given F*
 39 Better methods of measuring adult intelligence need to be developed. *T*

Question 40

Choose the correct letter, **A–C**, and write it in box 40 on your Answer Sheet.

- 40 The Advanced Placement and College Level Exam Program tests measure
A thought processes.
B job skills.
C knowledge.

WRITING TASK 1

You should spend about 20 minutes on this task.

Write about the following topic:

The table below shows the sales made by a coffee shop in an office building on a typical weekday.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.

	Coffee	Tea	Pastries	Sandwiches
7:30–10:30	265 ↑	110	275 ↑	50
10:30–2:30	185 ↑	50	95	200 ↑
2:30–5:30	145 ↓	35	150 ↑	40
5:30–8:30	200 ↓	75	80	110 ↓

800

600

400

WRITING TASK 2

You should spend no more than 40 minutes on this task.

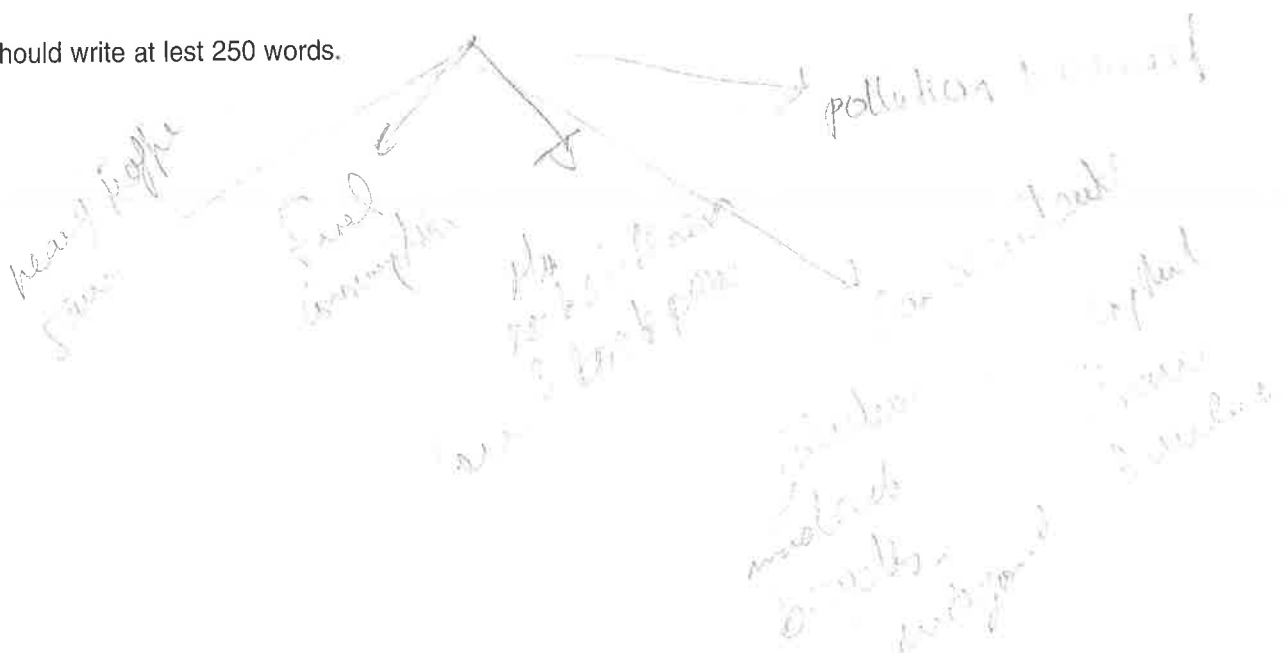
Write about the following topic.

More and more people are relying on the private car as their major means of transportation.

Describe some of the problems overreliance on cars can cause, and suggest at least one possible solution.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.



IELTS MODEL TESTS

GENERAL TRAINING: READING WRITING MODEL TEST 1



Brown leather watch

Brown leather strap

Brown face & golden metal case

Golden case

white face (dial) with black hands

way to create feelings towards other
countries & appreciation

... ..

... ..

... ..

... ..
... ..
... ..

SECTION 1 QUESTIONS 1-14

You are advised to spend 20 minutes on questions 1-14.

Questions 1-7

Look at the five apartment advertisements A-E.

Write the letters of the appropriate advertisements in boxes 1-7 on your answer sheet. You may use any letter more than once.

Which apartment is appropriate for a person who

- 1 owns a car? *A*
- 2 is a university student? *C* ✓
- 3 has children? *E* *XD*
- 4 likes to swim? *E* ✓
- 5 usually uses public transportation? *C* ✓
- 6 wants to rent for two months only? *E* ✓
- 7 often entertains large groups of people? *D* *XB*

- A** ~~Sunny~~ 1 bedroom, central location, washer/dryer in building. Storage space, parking included in rent. One year lease required. Call 837-9986 before 6 P.M.

- B** *33* Cozy one bedroom with study available in elevator building¹. Near City Park. Amenities include exercise room, pool, and party room. Other apartments also available. One- and two-year leases. Call 592-8261.

- C** Small one-bedroom, reasonable rent, near shopping, bus routes, university. References required. No pets. Call Mr. Watkins 876-9852.

- D** Don't miss this unique opportunity. Large two-bedroom plus study, which could be third bedroom. Quiet neighborhood. Walk to elementary and high school, park, shops. Small pets allowed.

- E** Furnished flats², convenient to central business district. Studios, one-, and two-bedrooms. Weekly and monthly rentals available. Call our office 376-0923 9-5 M-F.

¹BRITISH: Building with lift

²AMERICAN: apartments

Questions 8–11

Match each picture below with the appropriate section in the instructions.

Write the correct letter, **A–E** in boxes 8–11 on your Answer Sheet.

8



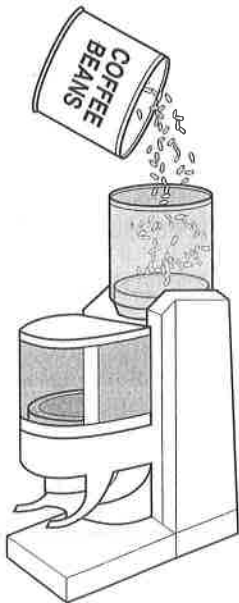
E

9



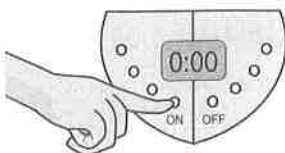
C

10



A x D

11



B

Questions 12–14

Answer the questions using **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 12–14 on your Answer Sheet.

- 12 How much water should you use to make one cup of coffee? *Eight ounces of water*
- 13 How often should you clean the coffeemaker? *by vinegar*
- 14 When can you call the company for assistance? *X*

D

Rooms 101 and 102 may be reserved if extra space is needed for meetings or presentations. Please see the office manager to schedule this. The company cafeteria can provide snacks or lunches for your event with one week's notice.

E

Paper, envelopes, pens and pencils, ink cartridges, and other similar items are stored in the closet in the coffee break room. This closet is kept unlocked, and any employee may enter it at any time to take what is needed. If you cannot find what you need there, let your supervisor know. Department heads have a budget for ordering any extra materials you may need.

F

Company employees are entitled to purchase lunch at a reduced rate in the company cafeteria. The local health club has special reduced-rate memberships available for interested employees.

Questions 21–27

Read the information about applying for a job.

Employment at XYZ, Inc.

We are always interested in hearing from qualified applicants interested in working at XYZ, Inc. You must apply for a specific position as we do not accept general applications. Review the job openings listed on our website. If you see a position you are interested in, complete the Application for Employment form. Please do not apply for more than one position at a time.

We ask that you do not call or e-mail us after submitting your application. We receive a large number of applications and cannot personally reply to them all. Be assured that we will read your application and, if we feel you are qualified for the position you have applied for, we will contact you by e-mail. You can expect to hear from us within four weeks of receipt of your application. At that time, we will ask you to make an appointment for an interview. All interviews are conducted at our downtown office.

When you come in for your interview, please dress in appropriate business attire and bring the names of references who are familiar with your business experience and qualifications. Depending on the type of position you are applying for, you may be asked to return at a later date to take a language, office skills, or other type of test. Arrangements for this will be made at the time of your interview. Thank you for your interest in XYZ, Inc. We look forward to hearing from you.

Complete the summary of information about applying for a job at XYZ, Inc.

Choose NO MORE THAN THREE WORDS from the text for each answer.

First, look at the 21 online. Then fill out 22 If you qualify for the position, the company will send you 23 You may have to wait 24 before you hear from the company. You will need to go to 25 for your interview. During your interview, you will be asked for 26 who know you and your work. Some job applicants may have to 27 This depends on the kind of job you apply for.

take
a test

C

The second half of the twentieth century saw new subway systems constructed in cities around the world. Many Korean cities have modern subway systems, the largest one in the capital city of Seoul, with 287 kilometers of track. The first subway in Brazil opened in the city of Sao Paulo in 1974. Since then subways have been built in a number of other Brazilian cities, including Rio de Janeiro and the capital, Brasilia. Washington, DC began running the Washington Metro in 1976. Hong Kong opened its subway in 1979. This system includes four lines that run under Victoria Harbour. In 2000, a 17-mile long subway system was completed in Los Angeles, a city infamous for its traffic problems and resulting smog. Construction of this system took fourteen years to complete.

D

With a total of 468 stations and 656 miles of passenger service track, the New York City Subway is among the largest subway systems in the world. If the tracks in train yards, shops, and storage areas are added in, the total track length of the New York Subway comes to 842 miles. Measured by number of riders, the Moscow Metro is the world's largest system, with 3.2 billion riders annually. Other cities with busy subways include Tokyo, with 2.6 billion riders a year, and Seoul and Mexico City, both carrying 1.4 billion riders annually.

E

In some cities, the subway stations are famous for their architecture and artwork. The stations of the Moscow Metro are well-known for their beautiful examples of socialist-realist art. The Baker Street station in London honors the fictional detective, Sherlock Holmes, who supposedly lived on Baker Street. Decorative tiles in the station's interior depict the character, and a Sherlock Holmes statue sits outside one of the station exits. Each of the stations of the new Los Angeles subway system contains murals, sculptures, or other examples of decorative artwork.

F

A new feature now often included in the construction of new subway stations is the Platform Screen Door (PSD). The Singapore subway was the first to be built with the inclusion of PSDs. The original purpose was to reduce high air-conditioning costs in underground stations. Since then, there has been more and more focus on the safety aspects of this device, as it can prevent people from accidentally falling or being pushed onto the track. PSDs also keep the station platforms quieter and cleaner and allow trains to enter stations at higher rates of speed. The subway system in Hong Kong was the first to have PSDs added to an already existing system. They are becoming more common in subway systems around the world. Tokyo, Seoul, Bangkok, London, and Copenhagen are just some of the cities that have PSDs in at least some of their subway stations. PSDs are also often used with other forms of transportation, such as monorails, light rail systems, and airport transportation systems.

IELTS MODEL TESTS

GENERAL TRAINING: READING WRITING MODEL TEST 2

Surprisingly

Long time

Long time

SECTION 1 QUESTIONS 1-13

You are advised to spend 20 minutes on Questions 1-13.

Questions 1-7

Read the notice below. Answer the questions below using **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 1-6 on your Answer Sheet.

To all tenants of **Parkside Towers**:

Please be advised of the building painting schedule.

Dec. 1-4: Main foyer. Please don't use the main entrance at this time. Use the parking garage entrance to access the building.

Dec. 5-8: Garage stairway and elevator¹. Please stay away from these areas at this time. If you park in the garage, you will have to walk outside to the front of the building to gain access through the main entrance.

Dec. 9-13: East stairway and elevators. If your apartment is in the East Wing, please use the West Wing elevators or stairway at this time.

Dec. 14-21: West and north stairways and elevators. If your apartment is in these areas of the building, please use the east stairway or elevator at this time.

Dec. 22-27: Parking garage. The garage will not be available to tenants at this time. In order to avoid illegal on-street parking, spaces in the parking lot² across the street will be made available to all tenants.

We are sorry for the inconvenience. If you have any questions or complaints, please contact the building manager.

If you would like to schedule painting for your apartment³, please fill out a painting request form, available in the main lobby.

- 1 It's December 3rd. Which part of the building is being painted? *Main Foyer*
- 2 It's December 7th. How can you enter the building? *building main entrance*
- 3 It's December 12th. How can you reach a tenth floor apartment in the East Wing? *West wing elevators*
- 4 You live on the sixth floor in the North Wing. How can you reach your apartment on December 15th? *east elevator*
- 5 Where should you park your car on December 24th? *Parking lot*
- 6 What should you do if you are unhappy about the painting schedule? *Contact building manager*
- 7 What should you do if you want to have your apartment painted? *fill out request form*

¹BRITISH: lift

²BRITISH: car park

³BRITISH: flat

SECTION 2 QUESTIONS 14-27

You are advised to spend 20 minutes on Questions 14-27.

Questions 14-20

Read the information about repetitive stress injury.

Repetitive Stress Injury (RSI) is the irritation of muscles, nerves, or tendons resulting from repetitive motions. In other words, it is an injury that comes from making the same movements again and again. It is a particular problem in the modern office, where workers spend hours a day in front of computers. In fact, the most commonly reported RSIs are related to computer use. In the past, office tasks were more varied. People had to stand up to go to the copy machine or filing cabinet. Now, almost everything is done on computers and as a result, people spend hours a day sitting in the same position and repeating the same motions.

Fatigue, numbness, and pain in the hands, arms, neck, or shoulders are signs of RSI. These symptoms arise during an activity which involves repetitive motion and often cease when the activity stops. If left untreated, however, the discomfort starts lasting longer and becomes more intense. The pain can eventually become so severe as to cause long-lasting damage.

Some common causes of RSI in an office setting are poorly designed keyboards and chairs, spending long hours in the same position, and the use of a computer mouse. Computer keyboards force the user to continually hold the hands with the palms down. This is an unnatural position and causes strain on the hands, fingers, and wrists. Desk chairs often do not support the user's posture, but instead encourage slumping, which results in poor circulation. Holding a computer mouse causes strain on the hand muscles. In addition, using a mouse requires the repetitive motion of one finger.

RSI can be a serious problem if ignored. Fortunately, it isn't difficult to prevent. The best form of prevention is to take frequent breaks from work. A minimum of five minutes every hour is recommended. This will give your hands, wrists, and back a chance to change position and rest. If you spend hours typing, a wrist rest for your computer keyboard will help protect your wrists from strain. You can also protect your wrists by holding your palms parallel to the keyboard and keeping your forearms in a horizontal position. You can support your posture by adding armrests to your chair. This will actually aid in supporting your back and help you maintain a good posture.

Complete the sentences about the reading passage below.

Choose your answers from the box on the next page, and write them in boxes 14-20 on your Answer Sheet. There are more choices than sentences so you will not use them all.

- 14 In the past, people moved around the office a lot, but now the average office employee Work from a computer all day.
- 15 When RSI is not treated, the pain becomes serious & permanent.
- 16 Computer keyboards cause users to hold their hands in a position that is not natural.
- 17 holding causes repeated stress on one finger.

Do the following statements agree with the information in the reading passage?

In boxes 21–27 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 21 Employees must get permission from the Human Resources Department to use vacation days. *f*
 22 All employees at the Comet Corporation get three weeks of vacation a year. *Not Given*
 23 Employees may use some of their sick days in order to take a longer vacation. *f*
 24 An employee does not need to ask for permission before using a sick day. *+*
 25 Employees must have confirmation from a doctor in order to use a sick day. *f*
 26 An employee may use fewer vacation days one year in order to have more the next year. *+*
 27 Sick days that are not used before the end of the year may be used the following year. *+*

SECTION 3 QUESTIONS 28–40

You should spend 20 minutes on Questions 28–40, which are based on the reading passage below.

Stonehenge

Approximately two miles west of Amesbury, Wiltshire, in southern England stands Stonehenge, one of the world's most famous megalithic monuments. The remains of Stonehenge consist of a series of stone structures arranged in layers of circular and horseshoe-like patterns. Theories and myths concerning this mysterious monument have flourished for thousands of years. The Danes, Egyptians, and Druids are just a few of the groups who have been credited with building Stonehenge. Some people have even made attempts to prove that aliens erected Stonehenge. Early historians believed that the monument was constructed as a memorial to nobles killed in combat, while other later theorists described Stonehenge as a place for sacrificial ceremonies. Regardless of who built the monument and why, all of the legends surrounding these megaliths are based on speculation. With the exception of archeological evidence, very little of what we understand about Stonehenge today can actually be called fact.

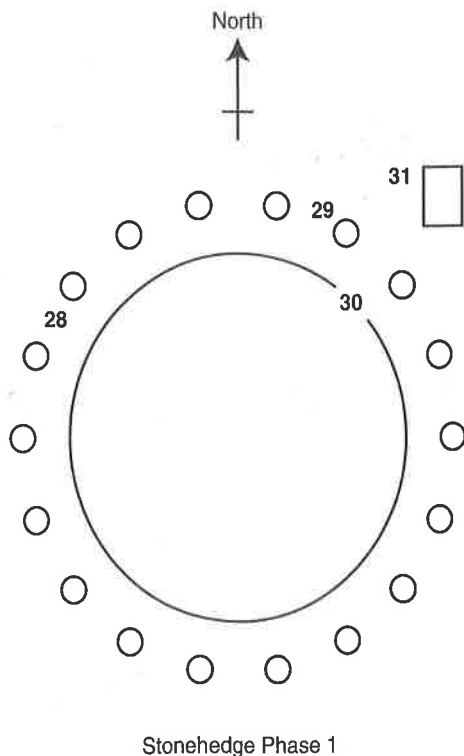
Stonehenge was constructed in three phases during the Neolithic and Bronze Age periods. Stonehenge period 1, also commonly referred to as Phase 1, is believed to have occurred sometime around 3000 B.C., during the middle Neolithic period. In this first step of the construction, picks made of deer antlers were used to dig a series of 56 pits. These pits were later named "Aubrey Holes" after an English scholar. Outside of the holes was dug a large circular henge (a ditch with an earthen wall). During this phase, a break, or entranceway was also dug on the northeast corner of the henge. Archeologists¹ today refer to this break as the Avenue. Two stones were set in the Avenue. The "Slaughter Stone" was placed just inside

¹BRITISH: archaeologists

Questions 28–31

Complete the labels on the diagram of Stonehenge below.

Choose your answers from the box at the right of the diagram, and write them in boxes 28–31 on your Answer Sheet. There are more words than spaces, so you will not use them all.



Aubrey Holes
Heel Stone
Marlborough Downs
Avenue
Henge
Station Stones

Questions 32–40

Stonehenge was built in three phases. During which phase did the following things occur? In boxes 32–40 on your Answer Sheet, write

- A** if it occurred during Phase 1.
- B** if it occurred during Phase 2.
- C** if it occurred during Phase 3.

- 32 The entrance was made wider. *B*
- 33 The Slaughter Stone was erected. *A*
- 34 Stones were placed in a horseshoe formation. *A*
- 35 Wooden posts were set near the entrance. *B*
- 36 Deer antlers were used to dig holes. *D*
- 37 Bluestones were brought from a distant location. *C*
- 38 A ring of sandstones was constructed. *C*
- 39 Holes were filled with dirt. *A*
- 40 The Altar Stone was erected. *C*

WRITING TASK 1

You should spend about 20 minutes on this task.

You stayed at a hotel last week. After you got home you realized that you had left your watch behind. Write a letter to the hotel manager, and explain what happened. Describe the watch, and ask them to help you find it.

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam:

Madam

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Children today spend more time watching television than they did in the past. Describe some of the advantages and disadvantages of television for children.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



9

ANSWER KEYS FOR THE MODULE ACTIVITIES

- LISTENING MODULE
- READING MODULE
- WRITING MODULE
- SPEAKING MODULE

Articles

1. all the assignments The article *the* is required because these are specific assignments—the ones in this class. The word *assignments* is plural because *all* implies that there are more than one.
2. Moths This sentence is a general statement, but the subject must be plural to agree with the plural verb *fly*.
3. The butterfly *The* is required because this refers to a specific butterfly—the one the professor showed us.
4. a new library A specific library is not referred to here, so the article *a* is used.
5. Air pollution This is a non-count, nonspecific noun.
6. An animal The sentence is a general statement, but the subject must be singular to agree with the singular verb *has*.
7. the ticket *The* is required because this refers to a specific ticket—*your ticket*.
Keep your ticket with you at all times. To get a discount at the museum gift shop, show to the gift shop clerk.
8. The information *The* is required because this refers to the specific information *in this book*.
9. Gold This is a non-count, nonspecific noun.
10. A poison arrow frog The sentence is a general statement, but the subject must be singular to agree with the singular verb *has*.

Gerunds, Infinitives, and Base Form Verbs

1. reading this novel The verb *finish* is followed by a gerund.
2. plans to arrive The verb *plan* is followed by the infinitive.
3. wait for Jim *Should* is a modal, so it is followed by base form.
4. have a ticket *Must* is a modal, so it is followed by base form.
5. Paying a deposit In this case, the gerund acts as the subject of the sentence.
6. to get reservations *Easier* is an adjective that is followed by the infinitive.
7. giving his report *About* is a preposition followed by a gerund.
8. miss more than *Cannot* is a modal, so it is followed by base form.
9. fulfilling the lab *About* is a preposition followed by a gerund.
10. to see beautiful gardens The verb *hope* is followed by the infinitive.

Listening Skills

Target 1—Making Assumptions

SECTION 1

1. Kingston
2. State
3. 7
4. 721-1127
5. December
6. C ✓
7. D ✓
8. F (Please note that answers for 6–8 can be in any order)
9. month
10. 50 percent

SECTION 2

11. 15 ✓
12. 11 ✓
13. Tuesday ✓
14. Modern art ✓
15. City Gallery ✓
16. Portraits ✓
17. East Room ✓
18. art reproductions ✓
19. repairs ✓
20. Second floor ✓

8. ✓ *cause*. Paragraph 5 gives an example of an illness (strep throat) that is thought to be the cause behind some OCD cases.
9. ✓ False. Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly, and point to a number of different genetic factors."
10. ✓ True. Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger."
11. ✓ True. Paragraph 5 states: "Studies have also shown that OCD sufferers have less serotonin than the average person."
12. ✓ False. Paragraph 4 states: "OCD symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment."
13. ✓ Not Given. Paragraph 6 mentions both psychotherapy and medication but does not discuss which one patients prefer.
14. ✓ False. Paragraph 6 discusses different treatment options, and states that, "early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives."
15. ✓ True. Paragraph 6 begins with this sentence: "Because OCD sufferers tend to be so secretive about their symptoms, they often put off treatment for many years."
16. ✓ True. The final sentence in Paragraph 6 indicates that antibiotics can be used in special cases of OCD: "For cases when OCD is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed."

Target 5—Identifying the Tasks

PRACTICE 5

Topic Sentence. The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s.

Questions to Ask Yourself

Who are the Zulu people?

What is the history behind this clan?

What are they known for?

Supporting Details

Large South African ethnic group

Region explored by Europeans

Zulu wear traditional jewelry/jewelry and clothing

Beadwork is important to the culture

Analyzing the Questions

1. Where?
2. Where?
3. Who?
4. Where?
5. When?
6. How many?
7. Who? Where? **Key Words:** British
8. What? **Key Words:** Henry Frances Flynn
9. What? **Key Words:** precious stones
10. What? Why? **Key Words:** daily lives
11. What? Why? **Key Words:** gourds

7. (B) The second sentence in Paragraph C states that: "A baby's cones do not begin to differentiate between many different colors until the baby is approximately four months old."
8. (C) Paragraph D states the main downfall of the Ishihara Test: "The Ishihara Test is the most common, though it is highly criticized because it requires that children have the ability to recognize numerals."
9. *myth*. Paragraph B introduces the idea that although color vision deficiency is predominant in males, it is still possible for females to be colorblind.
10. *a little less*. Paragraph B states: "In an average population, 8% of males exhibit some form of colorblindness."
11. *X chromosomes*. Paragraph B states: "Females have two X chromosomes."
12. *less likely*. Paragraph B explains that it is less likely for women to be colorblind, because if one of their X chromosomes "carries the defective gene, the other one naturally compensates."
"Compensate" means *to make up for another's weakness*.

PASSAGE 3

1. (A) Paragraph 2 discusses how Antarctic penguins "huddle in communities" to keep warm.
2. (A) The first sentence of Paragraph 3 states: "Antarctic penguins spend about 75 percent of their lives in the water."
3. (A) Paragraph 3 discusses the unique feathers of Antarctic penguins that work similarly to a waterproof diving suit: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating to the penguin's skin."
4. (B) Paragraph 4 states: "Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day."
5. (B) Paragraph 4 discusses the bald patches of a temperate species called African penguins.
6. *rocks*. Paragraph 2 states: "When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs."
7. *feed/eat*. Paragraph 2 discusses the Emperor penguin's gender roles: "The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed."
8. *brood patch*. Paragraph 2 explains how the male Emperor penguin takes care of the egg: "The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch."
9. *heels and tails*. Toward the end of paragraph 2 the text states: "In order to reduce the cold of the ice, penguins often put their weight on their heels and tails."
10. (A) Paragraph 3 states that penguins have to keep moving to stay warm. Their swimming is compared to flight.
11. (D) The last sentence in Paragraph 3 describes the penguin's circulatory system: "Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart."
12. (E) Paragraph 3 describes "porpoising" which penguins do in order to be able to breathe without having to stop swimming.
13. (H) Paragraph 3 describes how feathers keep Antarctic penguins dry: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating to the penguin's skin."
Choice (B), (C), and (F) are incorrect because these are all of examples of how penguins stay cool.

14. house
15. who
16. You don't
17. pay you back
18. . (period)
19. salespeople
20. cannot
21. his or her

Target 2—Completing the Task

PRACTICE

	Time	Words
Task 1	20 minutes	150
Task 2	40 minutes	250

Target 3—Determining the Task

ACADEMIC TASK 1

- 1.1 This is Task 1, so I will have 20 minutes.
- 1.2 This is Task 1, so I will write at least 150 words.
- 1.3 I will summarize the information from two charts.
- 1.4 The topic is how average middle-income families spent their household budgets in two different years.
- 1.5 I have to compare how the budget was spent in the year 2000 with how it was spent in the year 2010.
- 2.1 This is Task 1, so I will have 20 minutes.
- 2.2 This is Task 1, so I will write at least 150 words.
- 2.3 I will explain the steps in a process.
- 2.4 The topic is how to make maple syrup.
- 2.5 I have to explain the steps followed to get sap from maple trees and make it into maple syrup.

ACADEMIC TASK 2

- 3.1 This is Task 2, so I will have 40 minutes.
- 3.2 This is Task 2, so I will write at least 250 words.
- 3.3 I have to explain my opinion about success and money.
- 3.4 The topic is whether or not money equals success.
- 3.5 Yes, I have to justify my opinion with reasons and examples from my own life and experience.
- 4.1 This is Task 2, so I will have 40 minutes.
- 4.2 This is Task 2, so I will write at least 250 words.
- 4.3 I will explain two sides of an issue.
- 4.4 The topic is whether or not it is a good idea to spend school resources for art and music education.
- 4.5 I do not have to give factual information. I have to explain my own ideas.

Topic 3

Task

(A) Give a description. You are asked to describe the information shown in the table, reporting on the main features and making comparisons.

Thesis Statement

(C) Over the past century, the population in the Northwest region of the U.S. has been shifting from largely rural to mostly suburban and urban.

Topic 4

Task

(C) Explain a problem, and ask for a solution. You are asked to write about a problem. The problem is that you have lost your friend's watch. Then explain the solution, what you want to do about the loss.

Thesis Statement

(C) An unfortunate thing happened last night while I was wearing your beautiful gold watch. (C) is the best choice because the writer is clearly leading into explaining a problem. Some students might also select (B). With (B), the letter could talk about the problem. On the other hand, it might not. For this reason, (C) is the correct answer.

Target 5—Organizing Your Writing

PRACTICE 1

4. **Add general ideas.** The top circle shows the idea from paragraph 1, the introduction. The bottom three circles contain the ideas in the body paragraphs. The second body paragraph mentions "Modern technology."
 1. Technology
5. **Add supporting details.** These lines show the supporting details for each paragraph. Each line matches one of the body paragraphs. There are three body paragraphs in this essay. The answer "for adults" is expressed in the line, "Adults can also use this technology to avoid seeing programs/programmes that they don't want to see." The answer "news" is found in the statement: "There are news programs for serious people."
 1. Technology
 2. Channel blocker for children (for adults)
 3. News

PRACTICE 2

4. **Add general ideas.** The topic is the idea expressed in the thesis statement. Each general idea represents the main idea of one of the three body paragraphs. Body paragraph 2 describes the village in 1975, and the writer mentions "a new four-lane highway."

General Idea 2: 1975—Four-lane highway
5. **Add supporting details.** The supporting details describe the changes to the village in each of the years covered.

Paragraph 1, supporting detail 2	few hotels
Paragraph 2, supporting detail 1	fishing docks still present
Paragraph 3, supporting detail 2	greatly expanded hotel district

Some students hate exercising. They'd rather play computer games or talk to their friends. They would never take physical education classes if they had a choice. Physical education classes are so important that schools must require them.

These classes improve students' health, now and in the future. Students burn calories, and this helps them to maintain a healthy weight. The classes' regular exercise develops good habits for the present and the future. People who exercise as children are more likely to continue exercising when they're adults. This reduces the risk of heart disease, diabetes, and other serious illnesses.

Physical education also improves students' mental health. It can be difficult to sit in class all day. Students can exercise and then relax after their physical activity. This helps them to feel happier and more comfortable at school. The classes also include activities that help with stress reduction. Walking, stretching, and yoga are just a few of the exercises that reduce stress.

The students' favorite part of physical education classes may be the opportunity to communicate with their classmates. They enjoy talking to their friends while they play games. The students also learn how to work in teams. Teamwork is an important skill that they will use when playing sports or even at their jobs in the future.

We know that some students really don't like physical education. We also know that there are many advantages to taking physical education classes. There are so many benefits that schools must require students to take these classes.

Topic 2

Task: Explain a problem and ask for a solution.

Thesis Statement: My bill for this month contained an incorrect late payment charge.

Outline

INTRODUCTION

TOPIC: Incorrect late payment charge

BODY

GENERAL IDEA 1 Noticed the late payment charge

Supporting Detail 1 checked my records

Supporting Detail 2 called the bank

GENERAL IDEA 2 Remove the charge

Supporting Detail 1 feel concerned

Supporting Detail 2 remove the late charge

Supporting Detail 3 corrected error within 30 days

Over the past century, the population in the Northwest region of the U.S. has been shifting from largely rural to mostly suburban and urban.

In 1900, the Northwest region's population was largely rural. Many people worked as farmers. They needed to be close to their land. So, most people lived and worked at the same place, at their farm in the countryside.

By 1950, the rural population declined. Some people moved to the cities to be closer to them. They wanted to find work. More job opportunities were available outside of the rural regions.

By 2000, most people lived in suburban and urban areas. They worked in the city's technical jobs. Even fewer people worked as farmers.

For 2050, it is projected that 90 percent of people will live in suburban and urban areas. They will have many choices in the city. They will be involved with all of the new goods and services developed there.

Target 6—Writing the Introduction

PRACTICE 1

1. Topic Parents stay at home to take care of children
 General Idea Parents are the best caretakers
 General Idea High cost of child care
 General Idea Better family life
2. Topic Making maple syrup from sugar maple sap
 General Idea Gathering the sap
 General Idea Transporting the sap
 General Idea Boiling the sap
3. Topic Unfortunate news about lost watch
 General Idea Disappearance of watch
 General Idea Payment for watch
4. Topic Advantages and disadvantages of the Internet
 General Idea Advantages of the Internet
 General Idea Disadvantages of the Internet

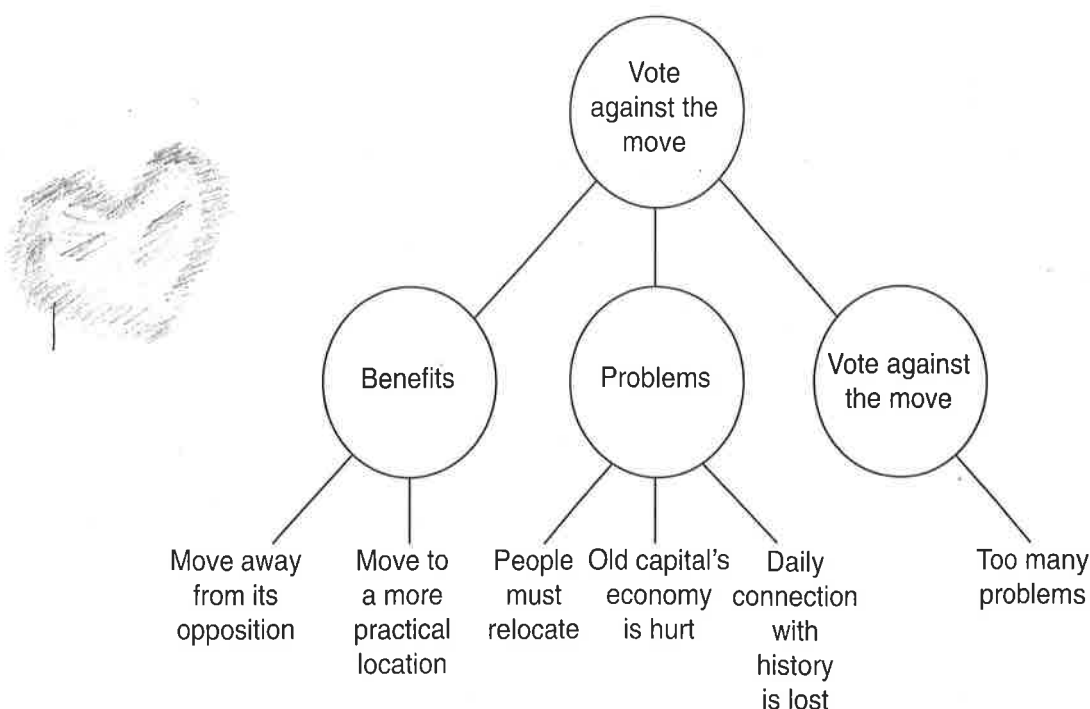
PRACTICE 2

Topic 1

Task: Make an argument and support an opinion.

Thesis Statement: "Learning by doing" is a better way to learn a language.

Concept Map:



Topic Sentences:

- 2.1 A government may move its capital because of the benefits.
- 2.2 However, there are also some problems to consider.
- 2.3 If I were asked to move my capital, I would definitely vote against it.

Introduction: Perhaps you have never thought about moving your government's capital. However, it has happened worldwide and for hundreds of years. A government may move its capital because of the benefits. However, there are also some problems to consider. Because of the tremendous challenges caused by this change, I would vote against moving my capital.

Target 7—Writing a Paragraph

PRACTICE 1

1.

Topic Sentence:

- 1.1 Modern technology has given us a tool for controlling the TV programs¹ we see.

Supporting Details:

- 1.2 Most TVs can be programmed to block certain channels.
- 1.3 Parents use this technology to protect their children from seeing shows that are too violent.
- 1.4 Adults can also use this technology to avoid seeing programs that they don't want to see.

2.

Topic Sentence:

- 2.1 The best thing about TV is that there is a variety of programs.

Supporting Details:

- 2.2 There are news programs for serious people.
- 2.3 There are movies and cartoons for people who want to be entertained.
- 2.4 The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

¹BRITISH: programmes

9. but ✓
10. In other words ✓
11. In addition ✓
12. Above all ✓

Target 11—Synonyms

PRACTICE

1. alone ✓
2. regulate ✓
3. curious ✓
4. ration ✓
5. engaged ✓
6. supervision ✓
7. easy ✓

Target 12—Writing with Variety

CHRONOLOGICAL ORDER

PRACTICE 1

1. Before the audience left the concert hall, the orchestra played the last note.
2. After looking at the menu, you can order your meal. *After looking at the menu, you can order your meal.*
While looking at the menu, you can order your meal.
3. After the lights went out, we lit a candle.
Before the lights went out, we lit a candle.
4. While we were waiting for you in the coffee shop, you were waiting for us at the bookstore.
5. Before they filled/filled up the car with gas/petrol, the car ran out of gas/petrol.

PRACTICE 2

- | | | | |
|------|------|------|------|
| 1. 7 | 3. 1 | 5. 6 | 7. 4 |
| 2. 3 | 4. 5 | 6. 2 | |

PRACTICE 3

In the early 1900s, Winston on Hudson was just a small town on the Hudson River. Nothing happened in the town until after the start of the First World War when a munitions factory opened. Once the factory opened, river traffic increased, bringing raw materials to the factories and taking munitions downstream to the major river port at the mouth of the river. Within ten years, cargo boats were followed by passenger boats bringing weekend sightseers. Soon, Winston on Hudson became a tourist destination. Today, the town's munitions factory has been turned into artist studios. In the future, the town hopes to build an art museum next to the old factory.

PRACTICE 4

Answers will vary. Here is one example:

On December 22, 1990, I was born. I am my parents' first child. I started school when I was six years old, in 1996. Later, my parents had another baby, my brother. He was born in 1998. I was going to school then and enjoyed taking science classes. I won an award in 2004, "Best Science Student of the Year." That inspired me to study science seriously. In 2006, I decided to earn a chemistry degree at a university in an English-speaking country. Now I am studying English to prepare for my studies and my future career.

- | | | | |
|------|------|------|-------|
| 1. L | 4. D | 7. E | 10. J |
| 2. I | 5. K | 8. G | 11. H |
| 3. C | 6. A | 9. F | 12. B |

Answers will vary. Here is one example:

People who say, "Tomorrow is another day," have hope. This is a positive virtue. Hope is good because it motivates us. After a bad day, it can be difficult thinking about the next day to come. Sometimes we want everything to stop. People with hope believe that tomorrow might be better. So, they continue because they believe in positive change. Sometimes we just need to survive a bad day and look ahead to tomorrow. Hope gives us the strength we need during the difficult times.

DEFINITION

PRACTICE 8

Words	Concrete	Abstract
printer	printer	success
success	sidewalk/pavement/curb	loyalty
loyalty	black	freedom
sidewalk	swimming	love
freedom		
love		
black		
swimming		

PRACTICE 9

Loyalty to me is defined as my family and knowing that they will always love me.

A sidewalk is a place to walk along the side of a street. It is usually paved, so the walkway is smooth and hard.

Freedom to me is defined as being able to choose what I want to do, such as my type of job.

Love to me is defined as the strong feelings of caring that I have for my parents.

Black is a very dark color.

Swimming is to move through the water by moving your arms and legs or if you're a fish, by moving your fins and tail.

COMPARISON AND CONTRAST

PRACTICE 10

- | | | | |
|--------|---------|---------|---------|
| 1. CON | 3. COMP | 5. COMP | 7. CON |
| 2. CON | 4. CON | 6. COMP | 8. COMP |

8. *What is the best thing about your job?*

I like the people at my office. They're very friendly.

9. *Let's talk about free time. What is one activity you enjoy doing in your free time?*

I enjoy cooking in my free time.

10. *How did you become interested in this activity?*

My mother taught me how to cook. I have loved it since I was a little girl.

PRACTICE B

Answers will vary.

Part 2

PRACTICE C

Possible answers:

Place: the park

Location: in my neighborhood, 2 blocks away/2 streets away

Transportation: walking or riding my bike

Appearance: green grass and playground equipment

Why I like it: It's peaceful. I like watching the children playing and families having fun.

PRACTICE D

Answers will vary.

PRACTICE E

Possible answers:

1. *Do you go alone to this place?*

Yes; usually I go alone/on my own. Sometimes a friend comes with me.

2. *Are there similar places you like to go?*

There is a park in another neighborhood. Sometimes I go there, too.

PRACTICE F

Answers will vary.

Part 3

PRACTICE G

Possible answers:

1. Most people take vacations to the beach/take holidays by the seaside, a famous city, or a unique location. Many of the places are the same. But now people can travel far away with less trouble. In the past, this was more difficult or impossible.

2. Leisure time is important. It gives people the chance to relax. It refreshes them. It helps people to be ready to do more work in the future.

Target 2—Giving Information**PRACTICE 1**

Answers will vary.

Family Information Form

	Relationship to You	Name	Age	Marital Status	Occupation	Other Information
Parents	mother	Juana	49	married	librarian	
	father	Eduardo	52	married	accountant	
Siblings	younger brother	Teodoro	22	single	student	has a girlfriend
	younger sister	Dora	19	single	student	likes studying languages
Other Relatives	uncle (Dad's brother)	Miguel	47	single	store manager	
	grandparents (all have passed on)					

1. I have four people in my immediate family.
2. I am the oldest child.
3. I have two younger siblings, my brother and my sister.
4. I have an uncle, Miguel, who is my dad's brother.

PRACTICE 3

Answers will vary.

Job Information Form

Company name Translational International
 Job title Japanese translator
 Length of time at this job 2 years
 Duties translate technical materials
 Training required for this job computer training, using software, training in technical language
 Skills required for this job language skills in English and Japanese, computer skills
 Things I like about this job using language
 Things I don't like about this job can be tiring; requires a lot of concentration
 Future career goals manage a large translation project

Education Information Form

Name of college City University
 Major/subject English literature
 Classes I am taking now Structure of English, World Literature
 Hours per week in class 8
 Years to complete degree/certificate 2
 Educational goals master's degree
 Future career goals teach English and write a book

My occupation: Japanese translator

1. I work as a Japanese translator at Translation International.
2. I have worked there for two years.
3. My main duty is translating technical materials.
4. I like using language skills for my work, but sometimes it can be very tiring. Working as a translator requires a lot of concentration.

Topic 2

Birthday	Maria's party last month
Name and age of celebrant	Maria Montalvo, 23 years old
Who attended	Maria's brothers and cousins, some of our old high school friends, some of Maria's work colleagues
Location	Maria's parents' house because they have a pool and a large garden and patio
Activities	Swimming and water games, dancing, eating, jokes and funny speeches, opening presents

Topic 3

Friend	Karl
When and how met	First day of preschool, we were classmates.
Things did together	Played childhood games, as we grew up <u>did school work together</u> , played soccer, hiking, some traveling
Things in common	Being outdoors, science classes, traveling, grew up together and went to school together
Why important	Friends since early childhood, we know each other very well, know each other's families, rely on each other for support.

Topic 4

Trip	Vancouver last June
Where	Vancouver, BC, Canada, a major Canadian city with many interesting tourist activities
Who	Husband and kids
Why	To visit sister and her family; we visit them every year
Activities	Relaxed and talked together; cooked some big meals, bike riding in the park; walked around Chinatown and Gas Town; anthropology museum

Target 4—Discussing a Topic**PRACTICE**

Answers will vary.

- | | |
|---------------------|---|
| 1. General Idea | TV show is funny |
| Supporting Detail 1 | The actors are excellent comedians. |
| Supporting Detail 2 | The actors are good at physical comedy. |
| Supporting Detail 3 | The story lines make everyone laugh. |
| 2. General Idea | We went camping in the woods. |
| Supporting Detail 1 | We slept in tents. |
| Supporting Detail 2 | We cooked over a fire. |
| Supporting Detail 3 | We saw beautiful views and lots of wildlife. |
| 3. General Idea | We grew up in the same place, and we enjoy the same activities. |
| Supporting Detail 1 | We went to all the same schools. |
| Supporting Detail 2 | We have many of the same friends. |
| Supporting Detail 3 | We like the same music, books, and movies. |

Target 7—Comparing and Contrasting

PRACTICE

Answers will vary.

1. I think she was the nicest teacher I have ever had.
She had a lot more patience than many teachers have.
She also had a more interesting way of explaining things.
2. This party was the same as most parties I go to with my friends.
The food was similar to the food that is served at most parties.
The music was exactly the same music my friends and I listen to all the time at home or at school.
3. Unlike many other tourist destinations, this one has no admission charge.
That's what makes it one of the most popular places to visit.
But it's also one of the most crowded.
4. I think this program is a lot funnier than most other programs you can see on TV.
The actors are more talented, and the jokes are better.
It also has a different style of humor from other programs.

Target 8—Explaining

PRACTICE

Answers will vary.

1. I liked this book because I enjoy romance stories. They help me escape from the stresses of everyday life. This was a particularly good book because of the strong characters and the romantic setting in the African jungle.
2. This was my favorite year in school because it was the year I learned to read. Since all my older brothers and sisters could already read, I wanted to read, too. For this reason, I was very proud the day I came home from school and read an entire book (a very short one) to my parents.
3. This area has some of the most beautiful beaches in the world, so people come from all over to enjoy them. They enjoy the beaches because of the warm, calm water and the beautiful tropical scenery. Another reason tourists visit this area is the exciting nightlife.
4. I remember this movie because it's one of the scariest I have ever seen. I couldn't sleep well for several nights because of the nightmares the movie gave me. I don't like being scared, so I don't think I will see another movie like this one.

Topic 4

1. Yes—more to see there—yearly visit to family
2. beach—relax, be in warm climate
3. Warm weather, different from where I live
4. Yes, so I can experience new things. Meet people, learn language and culture

PRACTICE 2

Answers will vary.

Topic 1

1. The most popular pets in my country are dogs and cats. Both of these animals make good companions. Also everyone is familiar with them, so when they think about getting a pet, it's usually a dog or cat that comes to mind.
2. I think fish make the best pets. They are very easy to care for. You just feed them and once in a while clean out the aquarium. They aren't demanding animals like dogs and cats are.
3. I think a rabbit would not make a good pet. Rabbits can be messy and they chew everything. On top of that, they aren't particularly friendly animals.
4. The advantage of pets is that children learn responsibility when they own pets. The disadvantage is that sometimes parents must care for the pets.

Topic 2

1. I like to celebrate my birthday by enjoying the day with my family and friends. We might stay at home or go out, but we must be together.
2. We usually give simple gifts on birthdays. Flowers and cards are very common. If it's the birthday of a relative or a close friend, then it is common to give gifts of clothes.
3. Yes, I think birthdays are important. They are a special occasion to share with the people you love. I think a birthday celebration is especially important for a child. It makes him or her feel special and loved.
4. I also like to celebrate the beginning of a new year. It is a good way to start the year.

Topic 3

1. No, we aren't friends anymore. We live in different cities, and we have very different lives. We don't have many opportunities to see each other any more.
2. Most of the new friends I make are at school because that's where I spend most of my time. I also meet people through friends that I already have. The other place I make friends is at my soccer games.
3. I like to fix our cars, eat, and watch sports.
4. Personally I think it's better to have just a few good friends. I want to be closer to a few people. When you have a lot of friends, you don't know each person as well.

Topic 4

1. Yes, because I go there every year to see my relatives. There are many more things to see there that I haven't seen yet, so I always have something new and interesting to do when I go there.
2. If I could, I would like to spend my next vacation at the beach. I would love to relax by the ocean and to be in a place where the weather is warm.

Target 12—Describing an Issue in Depth

PRACTICE

Answers will vary.

Topic 4

Notes

1. **General Idea** Beautiful or interesting places
Supporting Detail 1 Beautiful places—beach, lake
Supporting Detail 2 Interesting places—cities, old towns
2. **General Idea** Two weeks—not enough
Supporting Detail 1 Need time to rest
Supporting Detail 2 Need time for self and family
3. **General Idea** Camping
Supporting Detail 1 Far from city
Supporting Detail 2 Enjoy nature
Supporting Detail 3 Hiking
4. **General Idea** Too many cars
Supporting Detail 1 Crowded roads
Supporting Detail 2 Pollution
Supporting Detail 3 Need public transportation

Sentences

1. I think people generally choose either beautiful or interesting places to visit on their vacations. Some people like to go to beaches or lakes because they are pretty and pleasant places to spend time. Other people like to visit interesting places like cities, where there are a lot of different things to do. They might also visit old towns, where they can see interesting things from the past and learn about history.
2. In my country it is customary to give employees two weeks of vacation time a year, and I think this is not enough. First, people need more than just two weeks out of the whole year to rest and relax. Additionally, people need time away from work when they are not thinking about their jobs and can focus on themselves and their families. Two weeks is a very short amount of time for this.
3. I would spend my ideal vacation camping. The most important reason is that it would take me far away from the city. Also, I like to be in the middle of nature and feel wildlife all around me. I enjoy hiking, too, and I could do a lot of hiking on a camping trip.
4. The major transportation problem in my country is that there are too many cars. One result of this is that the roads are usually very crowded. The traffic moves slowly, and it takes a long time to get anywhere. In addition, the large number of cars causes pollution, which contributes to global warming. This is a very serious problem. One big reason we have this problem with cars is that we don't have adequate public transportation. If we had a better public transportation system, people wouldn't have to drive cars.

Target 14—Giving an In-Depth Opinion

PRACTICE

Answers will vary.

Topic 1

1. **Opinion** Disagree—pets are important
 - Supporting Detail 1** Deserve nice things
 - Supporting Detail 2** Deserve good medical care
2. **Opinion** Best pet is cat
 - Supporting Detail 1** Affectionate
 - Supporting Detail 2** Easy to care for
3. **Opinion** I prefer to have a pet
 - Supporting Detail 1** Companionship
 - Supporting Detail 2** Good for children
 - Supporting Detail 3** Help us with certain things
4. **Opinion** Children should not have pets
 - Supporting Detail 1** Too much responsibility for child
 - Supporting Detail 2** Lose interest quickly
 - Supporting Detail 3** Might be dangerous

Sentences

1. I disagree that some people spend too much money on their pets. Pets are important, and it is impossible to spend too much on them. To my mind, pets are like another member of the family. They deserve to have nice things and to eat good food, just like anybody else in the family. They also deserve good medical care. It might be expensive to take a pet to the vet, but I believe that if we love our pets, it's worth the money.
2. If I had to choose the best pet, I would choose a cat. The first reason is that cats are very affectionate. They like to sit in your lap and be petted. Additionally, cats are the easiest pets to take care of in my opinion. You only have to feed them once a day and maybe brush them once in a while. They don't require a lot of attention like some other pets do.
3. I prefer to have a pet. To my way of thinking, pets are very important because they provide us with companionship. I also believe that pets are good for children. They help children learn about responsibility and compassion. In addition, pets can help us with certain things. For example, cats chase mice and dogs warn us of danger.
4. In my opinion, children should not have pets, in most cases. In the first place, caring for a pet is too big a responsibility for most young children. In the second place, as much as a child may beg for a pet, it is quite likely that he or she will lose interest in it before too long. This is the nature of children. Additionally, some pets can be dangerous for children. Dogs bite and cats scratch and children don't always understand when they should get out of an irritated animal's way.

Target 19—Sentence Stress**PRACTICE**

1. I live in one of the newer neighborhoods in my city.
2. I've been working at the same company for twelve years.
3. I generally don't like parties because I'm a quiet person.
4. There is an excellent view of the ships in the harbor.
5. A statue of the first president of our country stands in the center of the park.

Target 20—Transition Words and Intonation**PRACTICE**

1. Nevertheless, it's a pleasant place to live.
2. We took a boat ride after we finished at the museum.
3. Next, the birthday cake was served.
4. It's a position that pays well, unlike many jobs in my field.
5. A good friend also helps you when you are in need.

Target 21—Lists and Intonation**PRACTICE**

1. Cats are affectionate, clean, and smart.
2. In addition to English and my native language, I speak Chinese, Korean, and French.
3. I read a variety of things, such as novels, newspapers, magazines, and journals.
4. This TV program is well-written, well-acted, and funny.
5. We had a very active vacation and played tennis, golf, and volleyball.



10

EXPLANATORY ANSWERS FOR THE IELTS MODEL TESTS

- **ACADEMIC**
 - Model Test 1
 - Model Test 2
 - Model Test 3
 - Model Test 4
- **GENERAL TRAINING**
 - Model Test 1
 - Model Test 2

Morning	Days: Monday–Friday Time: 4 9:00–10:00 Level: Beginner
Afternoon	Days: Monday, Wednesday, Thursday Time: 1:00–3:00 Level: 5 Intermediate
Evening	Days: Monday, Wednesday, Thursday Time: 5:30–7:30 Level: 6 Beginner Days: 7 Tuesday, Thursday Time: 7:30–9:30 Level: Advanced
8 Weekend	Days: Saturday Time: 9:00–2:00 Level: Beginner

9. (B) Choice (B) is the correct answer because the student decided to take the Saturday class. It meets from 9:00 to 2:00, and the receptionist says it will have only four or five people in it. Choice (A) is incorrect because the student only has evenings and weekends free, but the student cannot take the night classes they offer because the level is too advanced. Choice (C) is incorrect because the student says that a private class is too expensive for him.
10. (A) Choice (A) is correct because the student asks if he can pay by check, and the receptionist says he can. Choice (B) is incorrect because the student decides to pay by check. The receptionist does say that payment *can* be made by credit card or check.
- 11–13. *Taking photographs. Eating. Drinking.* The tour guide says: "...we ask that you not take photographs inside the building, and please turn off your cell phones during the tour. Also we request that you refrain from eating as well as drinking inside the mansion."
14. *Living room.* The living room is to the left of the main entrance and is the place where the china that was used for tea parties is displayed.
15. *Art.* The Sumner art collection is displayed in the dining room, to the right of the main entrance.
16. *Roses.* The tour guide explains: "Right now you can see a spectacular display of roses."
17. *Café.* The café is behind the living room and contains a display of kitchen tools.
18. *Parking area.* The tour guide explains: "Remember that the parking area is just beyond the café."
19. *5 PM* "The grounds close at five PM as we are still on our spring schedule."
20. *8 PM* "If you come back next week, the summer schedule will have started and we'll be open a full ten hours a day from ten in the morning until eight in the evening."
21. *several European countries/Europe.* These trains are having a great deal of success in Japan and in several European countries, as well.
22. *1964.* "They've actually been around for a while—since 1964, in fact."
23. *200.* "We usually call a train high speed if it's capable of traveling at 200 kilometers/kilometres an hour or faster."
24. *drive (cars).* "Cars and highways were improved, so more and more people started driving cars."

(C), (D), (E), and (G) are correct.

(C) Paragraph 6 “graduates enjoy, including higher levels of saving”

(D) Paragraph 6 “graduates enjoy . . . more hobbies and leisure activities”

(E) Paragraph 7: “In fact, ‘parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children’ and ‘increased schooling’ (and higher relative income) are correlated with lower mortality rates for given age brackets.”

(G) Paragraph 9: “Public benefits of attending college include . . . increased consumption.”

Choices (A), (B) and (F) are incorrect. The text does not include a discussion of house size (A), or travel (F).

(B) is incorrect because the text gives many reasons why a graduate degree has a positive impact on people (“improved quality of life . . . more open-minded, more cultured, rational greater productivity”) but it does not say that people are more optimistic about their lives.

Passage 2—Less Television and Less Violence

14. *watched TV*. Paragraph 2: The study found that the third- and fourth-grade students “engaged in fewer acts of verbal and physical aggression than their peers” when they watched less TV.
15. *violently*. Paragraph 2: The study found that the third- and fourth-grade students “engaged in fewer acts of verbal and physical aggression than their peers” when they watched less TV.
16. *6/six months*. Paragraph 3: “18-lesson, 6-month program”
17. *parents*. Paragraph 6: “parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased”
18. *number of hours*. Paragraph 8: “Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own.”
19. *avoided TV*. Paragraph 9: “For ten days, students were challenged to go without television, videos, or video games.”
20. *less TV*. Paragraph 10 states that “students themselves [began to] advocate reducing screen activities.”
21. False. Paragraph 11 states that “This study is by no means the first to find a link.”
22. True. Paragraph 14 states that “In the United States and Canada, murder rated doubled.”
23. Not Given. Paragraph 14 discusses TV and violence in the United States and Canada, but there is no discussion about which country has more, or if the United States has more than other countries.
24. Not Given. Regarding South Africa, we are given information about how long TV was banned—until 1975 (Paragraph 15)—and that murder rates were steady in the 1940s, but the text does not say when TV was introduced in South Africa.
25. (D) In the second to last paragraph, the text states that “watching television of any content robs us of the time to interact with real people,” which can be seen as learning an important social skill. (A), (B), and (C) are incorrect because the text does not address the role of TV for adults (A), does not suggest that TV is the *only* cause of violence (B), and does not make any comparisons between the United States and other countries (C).
26. (B) In the last line, the authors suggest that “[t]he best solution is to turn it [the TV] off.” Choice (A) is incorrect because the authors do not discuss humor¹ in TV programs. Choice (C) is incorrect because they do not talk about watching TV alone or with company. Choice (D) is incorrect because the text says in paragraph 9 that the children were encouraged to keep their TV watching time to under seven hours, but that is not suggested as an ideal amount for the reader.

¹BRITISH: humour

and dinner sales during the week peaked on Friday and then dipped down as the weekend set in.

During the week of October 7–13, the lunch sales averaged approximately \$2,400. The highest lunch sales occurred on Friday, and the lowest occurred on Sunday. Sunday's lunch sales were approximately \$1,000 less than the average lunch sales during the rest of the week.

Dinner sales, which generated at least \$1,000 to \$1,500 more a day than lunch sales, also remained steady during the week. Just like the lunch sales, the dinner sales peak on Friday and dipped down for the weekend.

Excluding Wednesday and Thursday, the lunch and dinner sales from October 7–11 rose gradually until the end of the business week. Midweek, on Wednesday and Thursday, the sales were slightly lower than they were on Tuesday.

According to the sales report, this restaurant has a steady lunch and dinner crowd. The most profitable day during the second week of October was Friday. Sunday, was the least profitable day, with the full day's sales totaling/totalling less than the Friday dinner sales. These numbers are reflective of a restaurant that is located in a business/financial district where business hours are Monday through Friday.

Writing Task 2

When computers first made their way into the business sector, everyone believed that they would make people's jobs easier. What was not expected was that computers would eliminate jobs. Besides contributing to unemployment, these automated workers often exhibit inadequate job performance.

A number of jobs have been lost as a direct result of new computer technology. Ticket agents in various transportation facilities, from subway/underground stations to airports are virtually nonexistent these days. Bank tellers have been greatly reduced due to automated bank machines. In addition, many call centers/centres that have help lines are almost entirely computerized/computerised. A few years ago I worked as a helper in our local library. Today this position does not exist, because six new computers have been installed. The number of positions lost to computers grows exponentially, and unemployment continues to get worse.

While a computer may easily achieve the main tasks of these jobs, most computers fall short when customers have a unique request or problem. A pre-paid ticket booth does not have insight about the entertainment district and cannot offer friendly directions to a tourist. Similarly, an automated bank machine cannot provide assistance and reassurance to a customer who has just had his credit card stolen. And, more often than not, automated telephone operators cannot answer the one question that we have, and we end up waiting on the line to speak with someone anyway. Every time I go into the library where I worked I notice elderly people who don't know how to use the computers and can't find anyone to help.

In the future, I believe a new business trend will evolve. As computers eliminate jobs, new positions will have to be invented. More and more people will go into business for themselves, and hopefully put the personal touch back into business. I believe that the human workforce will demonstrate that it is more valuable than computers.

I guess it's natural for a person to share some of the same qualities as one or both of their parents. But I also think that part of the reason we are so alike is just that we became dependent on each other. I'm an only child, so my mom always had lots of time to spend with me.

Part 3

Do you enjoy spending time with relatives? Why or why not?

Yes, I love getting together for family functions because it's nice to catch up on each other's lives and see how people have changed.

What types of family traditions do you and your relatives have?

We used to have a lot more traditions when we were kids. For example, every New Year, we would have a big party at my grandfather's house, and all of the kids would collect a lot of money. We also used to have a big summer picnic for all of the birthdays that happened in the summer. I miss those traditions.

Do you think family members are more important than friends?

I think it depends on where you are at in life. At some points in my life, my mom has been the most important person, and at other times I have been closer to one of my friends.

Do you think that having a good relationship with relatives is important to most people?

I think that depends on the individual person. I know some people who are very close to their cousins or their siblings or their parents. I know other people who always fight with their relatives and don't like to spend time with them. Some of my friends see their grandparents or uncles and aunts often, and others don't. But even though people have different kinds of relationships with their relatives, I think everybody feels that it's important to know that you have a family who cares about you. You may spend a lot or a little time with your relatives, but it's important to know that they are there.

How do family members help each other?

Family members can help each other in many ways, both emotionally and materially. Older family members serve as role models for younger family members. Parents, older siblings, and family members can provide guidance and advice to their younger relatives. Family members provide each other with companionship. They can also help each other with material things, like lending money or offering a place to stay, or helping to find a job. Grandparents sometimes help take care of their grandchildren. There are a lot of different ways that family members help each other.

Do you agree or disagree: families are not as important as they used to be.

I disagree. I think families are more important now than ever. These days we have so many choices and so many decisions to make. We have to decide what to study and where. We might have to think about moving to another city or country to take a good job. These are hard decisions and if you don't have the support of your family, who will help you? We might make the decision to go to another country, for example, and that would be far away from the family, but still, it's important to know that your family cares about you and will help you.

How are families now different from families in the past?

Families don't always live close together now, and that makes a big difference. I think in the past, the members of an extended family were always around each other and they always helped each other with daily things. If someone didn't have enough money or a place to live or needed help with the children, there was always a relative who could help out. Now that people often go to other places to live, it's harder for family members to help each other because they are farther apart. They still care each other and provide support, but it has to be in a different way. For example, maybe they can give advice, but it's harder to help care for a sick relative. Also they spend less time together so they don't know each other as well.

9. The correct answer is "it's very expensive." The woman says, "[the food] is very expensive. It shouldn't cost so much."
10. Multiple possible answers
 (a) add more parking
 (b) more parking spaces/places
 (c) add parking spaces/places
 (d) add parking
 The woman says, "You should add more parking spaces."
11. ~~(A)~~ Choice (A) is correct because the purpose of the tour is to let people "become familiar with the different activities available at the club." The goal of the tour is to have everyone "decide to become members." Choice (B) is incorrect because the club members already have a membership. They don't need to be convinced to join again. Choice (C) is incorrect because the people who work at the club already know about all of the club's activities.
- 12–14. Choices (A), (D), and (F) are correct.
 Choice (A)—learn to play tennis—is correct because the club does "offer tennis lessons." Choice (D) is correct because the club has "the most modern exercise machines." Choice (F) is correct because club members "have the opportunity to try out for the swim team."
 Choice (B) is incorrect because their club store offers only "snacks or drinks." Choice (C) is incorrect because the only expert mentioned is a fitness and technology expert, but not a nutrition expert. Choice (E) is incorrect because "run on a track" is never mentioned.
- 15–17. Choices (C), (E), and (F) are correct.
 Choice (C) is correct because they are told to "supply your own shampoo." Choice (E) is correct because people are told that everyone must "wear rubber sandals in the changing rooms" and since they aren't told where to get the sandals, it is understood that you need to bring your own. Choice (F) is correct because people are told "to supply your own lock."
 Choices (A) and (B) are incorrect because the club's locker/changing rooms are kept "well-stocked with basic necessities such as towels and soap." Choice (D) is incorrect because "There are plenty of . . . hair dryers."
18. *by an adult*. "Children must be accompanied by an adult at all times."
19. Multiple possible answers.
 (a) *running*. "No running near the pool."
 (b) *children alone* (see #18).
20. *shower*. People are told, "we ask everyone to shower before entering the pool."
21. *weekly/once a week/every week*. The professor says, "You'll have to write one essay each week." Also, she says, "Every week I'll assign a different type of essay."
22. 350 to 400.

Essay Type	Sample Topic
23 Process	How to change the oil in a car
24 Classification	Three kinds of friends
25 Compare and contrast	Student cafeteria food and restaurant food
Argumentative	The necessity of 26 homework

27. (B) Choice (B) is correct because the professor tells the students that she wants them to "pick your own topics." Choices (A) and (C) are incorrect because the professor says that students will pick their own topics. The professor mentions books, but only when telling students that the topics must be original: "I want them [the topics] to come out of your own heads, not out of any book on essay writing."

2. ☒ ii—Formation and Growth of Glaciers is the correct answer. Paragraph B describes the reason why glaciers generally form in the high alpine regions—because “they require cold temperatures throughout the year.” The paragraph also describes the retreat of glaciers during periods when melting and evaporation exceed the amount of snowfall.
3. ☒ iii—Glacial Movement is the correct answer. Paragraph C begins with a clear topic sentence: “The weight and pressure of ice accumulation causes glacier movement.” The rest of the paragraph then provides details about this movement.
4. ☒ vii—Glacial Effects on Landscape is the correct answer. Like the previous paragraph, paragraph D begins with a clear topic sentence directly related to the topic: “glacial erosion creates other unique physical features in the landscape such as horns” and so on. Each feature is described in the following sentences.
5. ☒ v—Glaciers Through the Years is the correct answer. Paragraph E refers to the glaciers from the Ice Age, the past century, and even looks into the future by referring to studies that glaciologists can conduct now and in the future.
6. ☐ False. Paragraph B, first sentence states: “glaciers exist on all continents,” and Paragraph B, last sentence states: “The fastest glacial surge on record occurred in . . . the Kutiah Glacier in Pakistan,” which is not at the poles.
7. ☒ True. Paragraph B, middle sentence states: “While glaciers rely heavily on snowfall, other climatic conditions including freezing rain, avalanches, and wind, contribute to their growth.”
8. ☒ True. Paragraph B, second to the last sentence states: “With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter.” This fits the 5–10 inch range.
9. ☒ False. Paragraph C states: “The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction.”
10. ☒ Not Given. Paragraph E refers to the last Ice Age and the percentage of glaciers that covered the earth’s surface. However, no mention is made of the temperatures then.
11. ☒ (B) Paragraph A explains: “Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*.” Paragraph D refers to “alpine glaciers [occurring] on the same mountain.”
12. ☒ (D) Paragraph A states: “*Polar glaciers* . . . always maintain temperatures far below melting.” Therefore, these temperatures are freezing, and D is the correct answer.
13. ☒ (H) Paragraph B says: “With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953.” So the reader can infer that the term surging glacier is related to the speed of the glacier’s movement.
14. ☒ (A) Paragraph D explains: “*Fjords* . . . are coastal valleys that fill with ocean water.” Therefore, the reader assumes that fjords form near the ocean and term A (fjord) is selected as the correct answer.
15. ☒ (G) Paragraph D states: “A cirque is a large bowl-shaped valley that forms at the front of a glacier.”

Passage 2—Irish Potato Famine

16. (F) Paragraph F begins by stating the British government’s political policy toward Ireland during the famine: “The majority of the British officials in the 1840s adopted the *laissez-faire* philosophy.” The rest of the paragraph provides details about the British government’s action (or lack of action) to help Ireland and the impact that had on Ireland.
17. (D) Paragraph D describes the British tenure system, including how British landowners charged rent and people lived on smaller and smaller parcels of land.
18. (B) Paragraph B describes how Europeans changed their attitude about potatoes, from saying it “belonged to a botanical family of a poisonous breed” to having the European monarchs order the wide planting of the vegetable.
19. (E) Paragraph E examines the Penal Laws and the many rights those laws denied the Irish peasants.
20. (C) Paragraph C describes Ireland’s dependence on the potato—as a crop and as a stored food item.

In your free time, do you prefer activities you can do with other people, or activities you can do alone? Why?
 It really depends on the activity. Painting is something I usually do alone, although sometimes I go to a park or other pretty place with some other painters I know and we paint together. But if I want to go to the movies or go shopping, those things are always much more fun when you do them with other people.

Is having a lot of free time important to you? Why or why not?

I like having a lot of free time because I always have so much to do. I have my painting and then I want to spend time with my family, of course. I think family is really the most important reason to have free time. It's important to do things with your family.

Part 2

I recently celebrated New Year's Day. The purpose of this day is to welcome the New Year. I think people celebrate it just about everywhere in the world. I celebrated with my cousins. We try to get together every year to celebrate this holiday, even though some of us live far away now. They're like my brothers and sisters; we grew up together. And that's the reason why this holiday is important to me, because I know I will see my cousins then. We're still young, so we did what young people do. We went to some clubs and stayed out all night dancing. We also met up with some old school friends, so it was like a reunion. We stayed out really late, until about 5:00 in the morning. The next day we went to my aunt's house and had a big family dinner with all the aunts and uncles and cousins, everyone in the family of all ages. We ate/had my country's traditional food and told stories and played games. It was a traditional family party. We do it every year.

Part 3

What are some important holidays in your country?

Some important holidays in my country are New Year's Day, National Day, and Children's Day.

Why do people celebrate holidays?

Holidays are a time to remember important dates and people from our past and to practice our traditions. They're also a time to be with our families, and to relax and enjoy good food.

Do you think holiday celebrations have changed over the years? Why or why not?

Holiday celebrations haven't changed much over the years. The dates are the same, and the reason for each day hasn't changed. Families and friends still meet and spend time together.

Do you think the importance of holiday celebrations has changed over the years? Why or why not?

No, I don't think that the importance of holiday celebrations has changed. These days are still special for everyone. But sometimes it's difficult for people to have time to really enjoy the holiday.

How will holidays be different in the future?

In the future, we may have some new holidays. Also, with so many busy families, some of the holiday traditions may change. Instead of eating home-cooked food on holidays, I think that more and more families will go to restaurants. Then they can do less work and still enjoy the holiday together.

24. *bad weather*. The speaker talks about rain and the cold. She says, "So bad weather would be a problem."
25. *a long distance*. The speaker says, "It's difficult to ride your bike if your trip is a long distance."
26. *make bike lanes*. The woman says, "I think the biggest thing is making bicycle lanes on roads."
27. *lock up bikes/lock bikes*. The woman says, "They need a safe place to lock up their bikes."
28. *bicycling maps*. The woman says, "Some cities provide bicycling maps."
29. *helmet*. The woman says, "For safety you should wear a helmet."
30. *waterproof clothes*. The woman says, "For comfort you need . . . waterproof clothes when it rains."
31. *suggested topics list*. In paragraph 1, the professor says, "I have a list of suggested topics . . . and I'd like you to look over it."
32. *final approval/professor's approval*. At the end of paragraph 1, the professor says, "You'll need to get my final approval on your topic."
33. *Gather information*. In paragraph 2, the professor says, "The next thing you'll do is gather information on your topic."
34. *magazines, and newspapers*. In paragraph 2 the professor mentions the "journals, magazines, and newspapers."
35. *encyclopedias/encyclopaedias*. In paragraph 2, the professor refers to the "online encyclopedias."
36. *Write thesis statement*. In paragraph 3 the professor says, "the next step is to write a thesis statement."
37. *body*. Midway through paragraph 4, the professor explains there is an introduction and "then the body."
38. *conclusion*. At the end of paragraph 4, the professor explains there is "finally the conclusion."
39. *Organize/organise your notes*. At the beginning of paragraph 5, the professor says, "you can start organizing your notes."
40. *Revise your draft*. In paragraph 7 the professor says, "the next thing to do is revise your draft."

Reading

Passage 1

1. (B) In paragraph 4, it states that the intradermal allergy test "involves placing the allergen sample under the skin with a syringe."
2. (A) In paragraph 3, it says that the "test is often done on the upper back of children."
3. (C) In paragraph 5, it says that a blood test (the RAST) "is used if patients have pre-existing skin conditions."
4. (B) In paragraph 4 about the intradermal allergy test, the text states, "People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests."
5. (A) In paragraph 3 about the skin-prick test, the text says, "Results from a skin test can usually be obtained within 20 to 30 minutes."
6. (A) In paragraph 3 about the skin-prick test, the text discusses a controlled hive known as a wheal and flare. "The white wheal is the small raised surface, while the flare is the redness that spreads out from it."
7. (C) In paragraph 5 about the blood test, the text states, "The RAST is a more expensive test."
8. *eating*. In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or ingestion . . ."
9. *allergens*. In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens."

25. *the four directions*. Paragraph 6 explains: "Finally, the stem was held straight up and the tribe acknowledged The Great Spirit, thanking him for being the creator of Mother Earth, Father Sky, and the four directions."
26. *smoke*. Paragraph 7 states: "Each member took a puff of smoke and offered another prayer."
27. *stored separately*. Paragraph 7 explains: "It was important for the stem and bowl to be stored in separate pockets in a pipe pouch. These pieces were not allowed to touch each other, except during a sacred pipe ceremony."

Passage 3

28. *19th century/1800s*. Paragraph 2 states: "During the nineteenth century attempts to produce maps of the seafloor involved lowering weighted lines from a boat."
29. *depth*. Paragraph 2 says: "When the handline hit the ocean floor, the depth of the water was determined."
30. *single-beam sonar*. Paragraph 3 focuses on sonar and says it "was first used to detect submarines and icebergs." So, it was used for detecting objects underwater. The text explains, "By the 1930s, single-beam sonar was being used."
31. *sound waves*. Paragraph 3 states that "By the 1930s single-beam sonar was being used to transmit sound waves in a vertical line from a ship to the seafloor."
32. *1960s*. According to paragraph 4, "The multi-beam sonar . . . was developed in the 1960s."
33. *the entire globe/the world/Earth*. Paragraph 5 says: "The benefit of using satellites to map the ocean is that it can take pictures of the entire globe."
34. (A) Choice (A) is correct because paragraph 4 says: "The Ring of Fire . . . is famous for its seismic activity."
35. (B) Choice (B) is correct because paragraph 4 states: "The Mid-Ocean Ridge is . . . 1,200 miles wide."
36. (B) Choice (B) is correct because paragraph 4 explains: "The Mid-Ocean Ridge is a section of undersea mountains."
37. (A) Choice (A) is correct because paragraph 4 says: "This area [the Ring of Fire] . . . accounts for more than 75 percent of the world's active and dormant volcanoes."
- 38–40. (ii) (iii) (v) are correct. Choice (ii) is correct because paragraph 6 states: "Scientists expect bathymetry to become one of the most important sciences as humans search for new energy sources." Choice (iii) is correct because paragraph 6 says: "Preserving the ocean's biosphere for the future will also rely on an accurate mapping of the seafloor." Choice (v) is correct because paragraph 6 states: "Scientists expect bathymetry to become one of the most important sciences as humans . . . seek alternate routes for telecommunication."

Writing

Answers will vary:

Writing Task 1

Over the past 30 years, the average family has dramatically increased the number of meals that they eat at restaurants. The percentage of the family's food budget spent on restaurant meals steadily climbed. Just 10 percent of the food budget was spent on restaurant meals in 1970 and 15 percent in 1980. That percentage more than doubled in 1990, to 35 percent, and rose again in 2000 to 50 percent.

Speaking

Part 1

What kind of food do you enjoy eating?

Most of the time, I enjoy healthy food. I like fish, salad, and vegetables. Sometimes I like something sweet.

What are some kinds of food you never eat? Why?

I never eat fast food. It's so unhealthy that I can't enjoy eating it. Well, sometimes I will eat French fries.

Do you generally prefer to eat at home or at a restaurant? Why?

I usually like to eat at home. It's less expensive than a restaurant, and I can make all of the food exactly the way I like it.

What are some reasons that people eat at restaurants?

Most of all, it's convenient. It's so nice to have someone make the food and clean up everything afterwards.

Describe some things you enjoy doing with your friends.

When I get together with my friends on weekends, we often have dinner together or we have a picnic lunch at a park. Most of us have young children, so that's really the easiest way to spend time together, because the children enjoy it too.

Do you think it's better to have a large group of friends or a few close friends? Why?

I like having a large group of friends. There's more variety that way. You don't always see the same people or talk about the same thing. And if you have a large group of friends, there's always somebody who has time to spend with you or who feels like doing what you feel like doing.

How do people choose their friends?

I think we choose our friends based on a comfortable feeling. You know, sometimes people just understand each other so easily and the conversation just flows. Of course, there's usually one thing that people have in common when they become friends such as work or school, or maybe their children are classmates.

Have you remained friends with people from your childhood? Why or why not?

No, I haven't really. I live in a different city now, so I'm not near any of my childhood friends. There are one or two I see when I go home to visit my family, but that's all. I don't think I have much in common with my childhood friends any more.

Part 2

There is one teacher that I remember very well. I went to school at age five, and she was my first teacher. She read stories to us and taught us our letters and numbers. She taught us a lot of nice songs, too. She taught us all the things that kindergarten children need to learn. I think she had a very good personality for a kindergarten teacher. She was a very kind person. She cared about all of us. She was very warm. I think these qualities are very important for a kindergarten teacher because kindergarten children are so young.

Sometimes it's hard for them to spend all those hours away from home. This teacher was also very patient. When we made a lot of noise or had disagreements or anything like that, she never yelled at us. She always helped us solve our problems in a calm way. I remember her because she was my first teacher and because she was so nice. I think it was because I had a good experience with my first teacher that I learned to like school. I learned that school was a nice place to be and that learning was fun and interesting.

7. Bank
8. Post Office
9. Museum
10. Hotel
11. 56,000. In paragraph 1, Sheila says: "Ravensburg is the major city on the island, though with a population of only 56,000."
12. 26. In paragraph 2, Sheila says: "Summer in the city of Ravensburg is warm with average temperatures reaching 26 degrees."
13. 23. In paragraph 2, Sheila says: "Summer at Blackstone is a bit cooler, with average temperatures of around 23 degrees."
14. windy. In paragraph 2, Sheila says: "the weather is often windy because, of course, it's located on the coast."
15. entertainment. In paragraph 3, Sheila says: "so if entertainment is what you're looking for, Ravensburg has the advantage there."
16. very quiet. At the end of paragraph 3, Sheila says about Blackstone: "It's a very quiet town, which is a disadvantage if you're looking for excitement."
17. 75 kilometers. In paragraph 4, Sheila says: "Travelers¹ to Blackstone Beach also use the Ravensburg airport, which is about 75 kilometers away."
18. (C) Sheila says, "Some very good deals can be found, however, in the perfume shops."
19. (D) Sheila says, "Jewelry² is also popular among tourists, and jewelry shops abound."
20. (E) Sheila says, "Since fishing is the major island industry, no tourist goes home without a package of smoked fish."
For this section, choice (A) is incorrect because Sheila says, "Well, contrary to what one might think, native handicrafts are not a popular item." Choice (B) is incorrect because Sheila says, "there are not many CDs available of the native music, and the ones that are available are quite expensive." Choice (F) is incorrect because Sheila says, "... be sure to bring your own fishing gear³. Believe it or not, it's difficult and expensive for tourists to buy it on the island."
21. next Thursday. In line 6, Janet says, "It's due next Thursday."
22. 40. In line 8, Janet says, "And it counts for 40 percent of our final semester grade⁴."
23. TV watching habits/ people's TV habits. In line 10, Janet says, "I did my research about people's TV watching habits."
24. library research. In line 14, Janet says, "Well, after I decided my topic, I went to the library and did some research. I mean, I read about other studies people had done about TV watching."
25. research method. In line 16, Janet says, "So after I did the library research, I chose my research method."
26. questionnaire. In line 18, Janet says, "Well, I could do either interviews or just send around a paper questionnaire. I decided to use the questionnaire." In line 20, Janet says, "I made up the questions for the questionnaire."
27. Submit. In line 23, Harry asks, "So then you just went around and asked people the questions?" Janet answers, "Well, first I had to submit my research design to Professor Farley. He had to make sure it was OK before I went ahead with the research."
28. Send out questionnaires. In line 26, Janet says, "So then I had to send out the questionnaire."
29. Make charts. After collecting the information, in line 28, Janet says, "I made charts and graphs."
30. report. In line 32, Janet says, "Well, I'll have to write a report, too, of course."
31. (A) In paragraph 2, the professor says, "You'll find crows in North America."
32. (D) In paragraph 2, the professor says, "There are several species of crows, for example, in Hawaii."

¹BRITISH: Travellers²BRITISH: Jewellery³BRITISH: tackle⁴BRITISH: end of term mark

10. ~~(C)~~ Choice (E) is correct because paragraph 3 states: "After September 21st, the new edicts were abolished."
11. ~~(H)~~ Choice (H) is correct because paragraph 4 states: "... anti-foreign and anti-Christian secret societies tore through northern China targeting foreign concessions and missionary facilities."
12. ~~(K)~~ Choice (K) is correct because paragraph 4 states: "an Allied force made up of armies from nine European nations as well as the United States and Japan entered Peking. With little effort, north China was occupied."
13. ~~(N)~~ Choice (N) is correct because paragraph 4 states: "Within a decade, the court ordered many of the original reform measures, including the modernization of the education and military system."

Passage 2

14. (A) Choice A is correct because paragraph 2 states: "A person's breathing stops when air is somehow prevented from entering the trachea."
15. (B) Choice (B) is correct because paragraph 2 states: "The term *central* is used because this type of apnea is related to the central nervous system rather than the blocked airflow." Immediately before this sentence, the passage is describing central sleep apnea.
16. (C) Choice (C) is correct because paragraph 2, states: "The third type of sleep apnea, known as mixed apnea, is a combination of the two."
17. (C) Choice (C) is correct because paragraph 2 states: "The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form."
18. (A) Choice (A) is correct because paragraph 2 states: "There are three different types of sleep apnea, with obstructive sleep apnea being the most common."
19. False. Paragraph 3, states: "However, like many disorders, sleep apnea can affect children and in many cases is found to be the result of a person's genetic makeup." The paragraph does include risk factors related to sleep apnea, "including being overweight, male, and over the age of forty." So, people with those factors may be more likely to have sleep apnea, but all people can be affected by the disorder.
20. False. Paragraph 3, states: "Despite being so widespread, this disorder often goes undiagnosed."
21. True. Paragraph 3 states: "Often times, it is not the person suffering from sleep apnea who notices the repetitive episodes of sleep interruption, but a partner or family member sleeping nearby."
22. Not Given. This topic is not addressed in this reading passage.
23. True. Paragraph 3 states: "Sleep apnea is also blamed for many cases of impaired driving and poor job performance."
- 24–27. (A), (B), (D), and (F). Choice (A) is correct because paragraph 5 states: "In extreme cases, especially when facial deformities are the cause of the sleep apnea, surgery is needed to make a clear passage for the air." Choice (B) is correct because paragraph 4 states: "When these treatments prove unsuccessful, sleep apnea sufferers can be fitted with a CPAP mask." Choice (D) is correct because paragraph 4 states: "In many cases, symptoms of sleep apnea can be eliminated when patients try losing weight." Choice (F) is correct because paragraph 4 states: "People who sleep on their backs or stomachs often find that their symptoms disappear if they try sleeping on their sides." Choice (C) is incorrect because paragraph 4 states: "Sleep specialists also claim that sleeping pills interfere with the natural performance of the throat and mouth muscles and suggest patients do away with all sleep medication for a trial period." Choice (E) is incorrect because the passage includes surgery as a treatment, but massage is not mentioned. Choice (G) is incorrect because paragraph 4 states: "In many cases, symptoms of sleep apnea can be eliminated when patients try losing weight or abstaining from alcohol." This means that the patient will not drink any alcohol, even moderate amounts as included in item (G).

at any other time. At 10:30, fewer of these items are purchased; however, the number of sandwiches sold quadruples. The most sandwiches are sold from 10:30 to 12:30.

Later in the day, all items reach their lowest selling point. Three of the four items: coffee, tea, and sandwiches sell their smallest amounts during the 2:30–5:30 block. The fewest pastries are sold from 5:30 to 8:30. However, the sandwiches and drinks sell more briskly from 5:30 to 8:30. It is their second-highest selling time period. This increase occurs when people are leaving work for the day or are working overtime and need to eat something convenient. By reviewing this table, it is clear that the office workers are using the coffee shop throughout the day and following a typical schedule.

Writing Task 2

More and more people rely on their private car as their typical means of transportation. This overreliance on cars causes problems with safety, pollution, and dependence on oil. Solutions to these problems need to be found.

As more people use their own cars, the number of vehicles on the road continues to increase. Greater numbers of vehicles and drivers leads to unsafe driving conditions. People want to reach their destinations quickly, but with so many people on the road, driving quickly can be unsafe. Yesterday, my car was almost hit by a truck/lorry driving much faster than the speed limit.

Another problem is pollution. Instead of having thirty people ride the bus together, each person drives a car. This leads to thirty vehicles spewing pollution into the air. The environment can't handle this large amount of dirty air. Our cities now have smog because the air pollution hangs in the sky.

A third problem is that we depend on oil, but oil is a fossil fuel. When we use all of the world's oil, it will be gone forever. As we drive more vehicles, we use more oil, and eventually none will be left.

To solve these problems, it would be wonderful if people would start to use more busses and trains instead of their private cars. People like their cars' convenience, but if the busses and trains are comfortable and inexpensive, people might use them instead. We also need to investigate how to use fuel more efficiently. Some people are buying hybrid cars, which use gasoline/petrol and electricity, and smaller cars, which have greater fuel efficiency. By identifying the problems and suggesting solutions, we can work to reduce people's overreliance on cars.

Speaking

Part 1

Describe the place you live in now.

I live in a small apartment that isn't far from the university. It has two bedrooms, and I share it with a classmate.

Do you think it's better to live in a house or in an apartment? Why?

For me, it's better to live in an apartment/flat. A house is too expensive. Anyway, even if I had the money for a house, I wouldn't have the time to care for it.

In your country, when do people usually give gifts?

In my country, the most important time to give gifts is on birthdays. This is especially true for children, but we often give birthday gifts to adults, too. Another important gift-giving occasion is weddings. If you are invited to a wedding, you have to bring a gift to help the couple start their new life. In everyday life, if you are invited to a special dinner, you might bring a small gift to the host and hostess. If you spend several days at someone's house, you definitely should give a gift to your hosts.

What kind of gifts do they give?

The kind of gift depends on the occasion and the people involved. Children, of course, get toys and sometimes clothes. For a wedding, you are supposed to give something for the couple's new home. If you are a close relative or friend, it is expected that you will give something more expensive. You might give a silver dish, for example, or an expensive appliance. For a host and hostess gift, you can give flowers or a bottle of wine or something small for the house. Grandparents and parents often give money to their children for birthdays or weddings. Everyone can give a gift of money for a graduation present.

Do you agree or disagree: The price of a gift shows how much the giver cares about the recipient.

I have to say that I disagree. Some people try to make an impression by spending a lot of money, but anybody can spend money. It's not hard to do! I think just the fact of thinking to give someone a gift shows that you care about the person. If you can find a gift that the person really likes, that will show that you really care. But it's hard to do that. I think that's why people buy expensive gifts. It's easier than figuring out exactly what would be the best gift for that particular person.

GENERAL TRAINING MODEL TEST 1

Reading

NOTE: apartment/flat

1. (A) This apartment includes parking.
2. (C) This apartment is near the university.
3. (D) This apartment is big enough for a family and is close to elementary and high schools.
4. (B) This apartment has a pool.
5. (C) This apartment is near the bus lines/routes.
6. (E) This flat offers weekly and monthly rentals.
7. (B) This apartment has a party room.
8. (E) This section says that if there are any problems with the coffeemaker a customer can call the free service line.
9. (C) This section demonstrates how to clean the coffeemaker with vinegar.
10. (D) This section contains the warning that one should only pour coffee beans up to the "full" line.
11. (B) This section states that the coffeemaker comes with a built-in timer for convenience.
12. *Eight ounces.* Section A states: "fill the reservoir with eight ounces of water for each cup of coffee."
13. *Once a month.* Section C states: "Monthly cleaning will keep your coffeemaker functioning properly and your coffee tasting fresh."
14. *Any time.* Section E states that the customer service line is open 24 hours a day.
15. iii. Getting Paid. This paragraph gives information about paychecks.
16. i. Vacation and Sick Day Policy. This paragraph gives information about taking time off from work for annual leave (vacation) and for illness (sick days).

When I found out that I would get three weeks for a vacation/holiday this summer, I decided I wanted to go to a foreign country/abroad. I've always dreamed of going to Canada. I love watching baseball and I would love to see a major league game in Toronto. The Toronto Blue Jays are my favorite team.

Where should I stay when I visit Toronto? I think it is probably too expensive to stay in a hotel downtown/in the city centre for more than a week. Do you know of any youth hostels? Also, could you tell me about the weather in the summer? I don't know what to pack!

I look forward to hearing from you if you have time to write back. Maybe we can meet for lunch.

Best wishes,
Irma Klein

P.S. Jake said to say hello.

Writing Task 2

On average, today's businessmen and women work more hours than ever. However, modern technology has made the office less of a necessity. Rather than spending every working hour in the office, people can work at home on their personal computers. There are advantages and disadvantages to home offices for both the family and the employer.

The home office gives employees more flexibility with childcare. When a child is sick from school, a parent can put in a few hours of work at home instead of going into the office. Flex-time also allows parents to leave work early enough to be home for the children to come home from school. Employees can make up time for their employers by putting in an extra hour or two in the morning or evening from home.

The home office eliminates transportation problems. Sometimes poor weather can make it difficult to get to work. The time it takes for some employees to commute could be better spent on deadlines for their employers from home. When a personal vehicle breaks down or a public service gets shut down, the home office takes the stress out of getting to work.

The home office can be very distracting. Some people find it difficult not to answer personal calls. Others can't explain to relatives or neighbors/neighbours that, even though they are home, they are actually "on the clock." Young children can't be expected to understand the concept of their mother being at work when she is actually in the home, especially if it only happens once in a while. And, when a young child is home, the parent's job is to be a caretaker.

Used sparingly, the home office is a convenient alternative to working at the office. It relieves the stress on busy parents and sometimes saves money and time for the employer. However, rather than killing two birds with one stone, oftentimes neither the job nor the parenting is done adequately out of the home. Even today, the office is really where the work gets done.

27. False. Paragraph 4 explicitly states that this is not allowed.
28. *Henge*. Paragraph 2 states that a large circular ditch called the henge was located around the Aubrey Holes.
29. *Aubrey Holes*. Paragraph 2 talks about the series of holes called Aubrey Holes that were dug with deer picks.
30. *Avenue*. Paragraph 2 says that archeologists called the entrance way the "Avenue."
31. *Heel Stone*. Paragraph 2 describes the Heel Stone as being placed along the Avenue.
32. (B) The last sentence in paragraph 3 states that the Beaker people likely, "widened the entrance during this phase in order to show their appreciation for the sun."
33. (A) Halfway through Paragraph 2 is the description of the Slaughter Stone addition in Phase 1.
34. (C) Paragraph 4 contains the description of the bluestones being placed in a horseshoe formation.
35. (B) The second sentence in paragraph 3 describes the wooden posts being added.
36. (A) Paragraph 2 states that the Aubrey Holes were dug with picks made of deer antlers.
37. (C) The second sentence in paragraph 2 states that the bluestones came "all the way from the Preseli Hills." The expression "all the way" means *a long distance*.
38. (C) In the middle of paragraph 4, the addition of the sandstone ring is described.
39. (B) Toward the end of the third paragraph is a description of the Aubrey Holes being filled in: "The original Aubrey Holes were filled in either with earth or cremation remains."
40. (C) In the middle of paragraph 4, the addition of the Altar Stone is described.

Writing

Writing Task 1

September 15/15 September

Dear Sir or Madam:

My friend and I were guests in your hotel last week. We stayed in Room 401 from September the 4th until September the 9th. When I arrived home in Taiwan on the 11th, I realized/realised that I didn't have my watch. The last time I saw my watch was in the hotel room on the morning that we left. I think I may have accidentally left it on the bed.


My lady's watch has a chrome wristband. There is a yellow moon on the face of the watch with a bluish-black background. The brand of the watch is TIMEOUT.

This piece of jewelry/jewellery is not worth a lot of money, but it has sentimental value to me. It was the last gift my grandmother gave me before she passed away. I was wondering if you could ask your staff if they have seen it. Perhaps you could also check in the hotel's lost and found/lost property in case I left it at the hotel restaurant or in a public washroom. Please call me if you find it. I will send you a check to pay for the postage.

Thank you for your help.

Sincerely,

Theresa Lim



11

APPENDIX

AUDIOSCRIPT FOR THE LISTENING SECTIONS

- IELTS Listening Module
- Model Test 1
- Model Test 2
- Model Test 3
- Model Test 4

ANSWER SHEETS

- Listening Module
- Reading Module
- Writing Module

- M1: S-o-n. Got it. Now I can give you room 203. It's small but has a nice view. That room is only 245 pounds a night.
- W1: I'd really prefer a larger room. I don't mind paying for it.
- M1: Room 304 is the biggest we have available at the moment. It's 335 pounds a night.
- W1: That's fine. I'll take it.
10. W1: All right, Mr. Park. May I have your address?
- M1: It's 75 String Street. That's String Street S-t-r-i-n-g.
- W1: That's an unusual name for a street. Well, would you like a seat near the front or more towards the middle?
- M1: I'd like to be as close to the front as possible. Row B or C would be best.
- W1: I can give you row B. Seat number 15 B.
- M1: Fifteen B. Perfect.
11. W1: Good evening, class. Welcome to Introduction to Economics. I'm your instructor, Dr. Willard. That's W-i-double l-a-r-d. Please don't hesitate to ask for help if you need it. My office hours are Tuesday and Thursday from three to five. My office is here in this building. It's office number 70, on the first floor.
12. M1: Thank you for the opportunity to speak tonight about my passion, wildflowers. If anyone in the audience would like to know more about the subject, I recommend contacting the Wildflower Society. They're at 17-oh-five State Street in Landover. That's L-a-n-d-o-v-e-r. Landover. They issue a number of interesting publications and also host several events each year for wildflower enthusiasts.

Target 4—Listening for Descriptions

Example

- W1: It's really easy to get here. Just take the bus to the corner of the High Street and Regent Avenue. Then it's the second house from the corner.
- M1: Second house from the corner, OK. It's not the two-story duplex with two doors, is it?
- W1: No, that's across the street. Mine's small, it's only one story. There's only one door, so knock or ring the bell. I'll be waiting for you.

Questions 1 and 2

Question 1

- W1: This is the noon news report for Friday, April 12. Several stores in the downtown area of Jamestown were robbed¹ early this morning. Police are on the lookout for the suspect, who is described as about 45 years of age, bald, somewhat overweight, with a beard. If you see anyone meeting this description, please contact the Jamestown police.

¹BRITISH: shops in the city centre were burgled.

DATE*Questions 1–6**Questions 1 and 2*

W1: The City Museum of Art was established in the year 1898. It first opened its doors to the public on August fifteenth of that year. There was a spectacular opening celebration, but it wasn't held until later in the year, on December first, to be exact. Now the reasons for the delayed celebration are very interesting . . .

Questions 3 and 4

M1: All right, Mrs. Katz. I need just a bit more information to complete your application. May I have your date of birth?

W1: It's twenty-second September.

M1: Your husband's name is Georges, correct?

W1: Yes, and he was born on seventh July.

Questions 5 and 6

W1: We're thinking about going to Silver Lake this year. When do you think is a good time to go?

M1: Well, most people don't like to go in July or August because it's so hot then. September is too. I think the most popular time to go is October.

W1: Is that when you plan to go?

M1: Actually, no. We can't get away till November this year. We've made our reservations¹ for then, and we're leaving on the seventh.

DAY*Questions 1–6**Questions 1 and 2*

W1: Hey, Jim. Are you going to history class?

M1: No, I don't have history today. I have English.

W1: It's Monday. Are you sure you don't have history today?

M1: Yeah. I have English today and Wednesday. My history class is on Thursday.

W1: Just one day a week for history, huh? Not bad.

Questions 3 and 4

M1: We're very glad that you are considering becoming members of the Urban Exercise Club. I'm sure you'll want to sign up for membership after you've enjoyed this afternoon here. Since today's Thursday, you could have a tennis lesson. The tennis instructor is here twice a week, Saturday as well as Thursday. You're lucky it's not Friday. You'll be able to enjoy the steam room. It'll be closed for its weekly cleaning tomorrow.

¹ BRITISH: booking.

Question 6

M1: How is your research project going?

W1: Great. It's almost done.

M1: I'm impressed. I always get nervous when I have a big project like that to do.

W1: It's not so bad really. And I'm quite pleased with the results that I'm getting.

Target 9—Listening for an Explanation*Example*

Listen to the explanation of how a toaster works.

M1: How does a toaster brown your toast every morning? Like all appliances that heat up, a toaster works by converting electrical energy into heat energy. The electrical current runs from the electrical socket in your kitchen wall, through the toaster plug, to the toaster cord. It travels down the cord to the appliance itself. Inside the toaster are wire loops. The wires are made of a special type of metal. Electricity passes through this metal, creating friction. This friction causes the wires to heat up and glow orange. When the wires have sufficiently heated, your toast pops up ready to eat.

Questions 1–12

Listen to the explanation of how cacao beans are processed.

W1: The rich flavor of chocolate that almost everyone loves comes from the cacao tree, which is grown in tropical regions around the world. The farmer harvests the ripe fruit of the cacao tree, then cuts it open to remove the seeds. These seeds are the cocoa beans from which chocolate is made. The beans are fermented in a large vat for about a week. Then they are placed on trays in the sun to dry. When the cocoa beans are ready, they are shipped off to the chocolate factory. At the chocolate factory, the cocoa beans are turned into all sorts of delicious chocolate treats.

Target 10—Listening for Classifications*Example*

M1: The school offers two types of courses. The one during the day is designed for students who are pursuing their academic degree full time. The night courses are designed for students who work during the day and are taking specific courses for an advanced business certificate.

Target 11—Listening for Comparisons and Contrasts

Example

- F1: I've been corresponding by mail with a French student.
 F2: In English? You don't speak French, do you?
 F1: No, unfortunately, but she writes English well. We have a lot in common.
 F2: Like what, your age?
 F1: Well, I'm actually about two years older than she is. But we do have the same first name.
 F2: And you're both students.
 F1: Yes, and we are both studying to be doctors, although she wants to be a pediatrician¹, and I want to be a neurosurgeon.
 F2: It seems the only similarities are your sex and your given name.
 F1: Well, we both like to swim. She likes to dance, too, but you know how little I like dancing.

Questions 1–4

Question 1

- W1: How's your new job?
 M1: It's great. Much better than my old job.
 W1: Really? That's wonderful. You're earning more money now, aren't you?
 M1: Yeah, the salary's a lot higher, but I have to work more hours.
 W1: Too bad. I remember you had a really good schedule at your old job.
 M1: Yes, I miss that. But the job itself is pretty similar. I have the same kind of responsibilities that I had before.
 W1: That makes it easier. Are you still working in the same place?
 M1: No, now I have to go to the other side of town. But at least I can still take the bus like I did for my old job.
 W1: Well, that's convenient.

Question 2

- W1: The new Riverdale Library will have its grand opening next month. The new library, which has been under construction for the past two years, stands on the same site as the old library. But there the similarity ends. The new library is much larger than the old two-story building, boasting four floors of books and two floors of offices, as well as an underground parking garage, which everyone agrees will be a great improvement over the old outside parking lot. With so much space to fill, we have greatly expanded the size of our book collection. You will continue to enjoy the same services as before. Online book renewal, free Internet access, and the Ask-a-Librarian Hotline that you enjoyed at the old library will also be available at our new facilities.

Question 3

- M1: I'm interested in joining the health club, but I see you have two types of membership.
 W1: Yes, we have both full and associate memberships. The full membership costs almost twice as much as the associate, and many members feel it's worth the extra cost.
 M1: What's the difference between them?

¹BRITISH: paediatrician.

Question 10

W1: What a restaurant! Never in my life have I tasted such delicious food.

M1: You really think so? But don't you think the service was too slow?

W1: Not a bit. I can't wait to go back there.

Question 11

M1: Botanists and other flower lovers enjoy visiting this area in the spring and summer to see the abundant variety of wildflowers. In the early spring it isn't uncommon to find violets and, later in the season, there is a profusion of wild roses as well. Many also come here seeking the wild iris, although that is more rarely seen in these parts.

Question 12

M1: I have so much homework this week. Not only do I have to write two papers, I have to read four books, too.

W1: Wow. That's a lot.

M1: Yeah, well, at least I don't have any exams to study for.

Target 13—Listening for Chronology*Example*

W1: Before you do your research, we'll have an orientation session in the library so you can become familiar with the various sources of information available there. Each student will give a presentation on his or her research topic after all the papers have been submitted. All of this will have to be completed prior to the date of the final exam.

*Questions 1–5**Question 1*

W1: I'm interested in renting an apartment in this building.

M1: OK, first you'll have to fill out¹ an application. Then, before you submit it, you'll need to get two references.

W1: References?

M1: Yes, from former landlords or your boss or someone like that who can vouch for your responsibility. All right, so you do that, then you'll have to have some money ready for a deposit. As soon as we have an available apartment, we'll notify you, and we'll ask that you pay a deposit to hold it for you.

W1: I have to pay the deposit before signing the lease?

M1: Well, of course we'll refund it if you decide not to take the apartment, but the deposit holds it for you while you look the apartment over and decide whether or not you want it.

¹BRITISH: fill in.

- Kathy Green: The advanced class is Tuesday and Thursday from 7:30 to 9:30, but you've never studied Japanese before, have you?
- Mark Winston: No, I don't know anything about it.
- Kathy Green: Well, we have a beginner's class on Saturday from 9 in the morning until 2 in the afternoon.
- Mark Winston: Nine until two? That's a long class.
- Kathy Green: We also have private tutors. Actually, I usually recommend private tutors because they give you individualized attention. You are the only student in the class, so the tutor teaches you according to your specific needs. It really is the best way to learn a language.
- Mark Winston: It sounds great! I'd learn a lot that way, wouldn't I?
- Kathy Green: You really would. And it's very convenient. You can arrange to meet with your tutor at whatever time suits you.
- Mark Winston: Fantastic.¹ How do I sign up?
- Kathy Green: Well, how many hours a week do you want to study? We usually recommend three to five hours a week for a minimum of four weeks.
- Mark Winston: OK. I'll start with three hours a week.
- Kathy Green: Great. You can send us a check to cover the first week of classes, or you can pay now by credit card. Three hours of private classes comes out to 300 dollars, plus a 25-dollar registration fee.
- Mark Winston: Three hundred dollars? That's 100 dollars a class!
- Kathy Green: And it's certainly worth it. You'll be studying with a native speaker of Japanese. And all our tutors are professionally trained in the latest teaching methods. You'll be getting the best instruction money can buy.
- Mark Winston: But 100 dollars a class! That's over one thousand dollars for a month of classes. I'm sorry, but I just can't do that.
- Kathy Green: Then take the Saturday class. It's only \$300 a month. And it's small. There will be only four or five students in it.
- Mark Winston: Great. I'll take that class. Can I pay by check?
- Kathy Green: Yes. Just bring your check to the first class. See you next Saturday at 9:00.

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.
Now turn to Section 2 on page 189.

Section 2. You will hear a guided tour of an old mansion.

First, you have some time to look at questions 11 to 13 on page 189.

As you listen to the first part of the talk, answer questions 11 to 13.

¹BRITISH: Brilliant.

Section 3. You will hear a panel discussion between the panel moderator and two panelists, Dr. Karen Akers and Dr. Fred Williams, both transportation consultants. In the first part of the discussion, they are talking about the future of public transportation.

First, you will have some time to look at questions 21 to 26 on page 190.

Now listen carefully and answer the questions 21 to 26.

Questions 21–26

Moderator: Dr. Williams and Dr. Akers, I want to thank both of you for coming today and sharing your thoughts on the future of public transportation.

(Simultaneous thanks)

Dr. Akers: Glad to be here.

Dr. Williams: Thank You.

Moderator: Let me ask you first, Dr. Williams, traffic congestion is becoming more and more of a problem, and it's spreading. We're used to traffic jams in cities, but now we find traffic problems on many major highways¹ that run between cities. What solutions do you see for the future of transportation?

Dr. Williams: Many transportation experts, myself included, are excited about the potential of high-speed trains. These trains are having a great deal of success in Japan and in several European countries, as well. They've actually been around for a while—since 1964, in fact. The first high-speed train was put into operation that year.

Moderator: What would the speed be exactly of a high-speed train? How would you define "high-speed" train?

Dr. Williams: We usually call a train high speed if it's capable of traveling at 200 kilometers an hour or faster.

Moderator: That's very fast. It would seem to open up a lot of possibilities for transportation between cities.

Dr. Akers: Yes, that's right. Fifty years ago or more, conventional trains were the major form of transportation between cities. Of course, they weren't high-speed trains, but nobody expected that then. Those old trains provided frequent, reliable, and affordable long-distance transportation, and most people used them. Then things changed. Cars and highways were improved, so more and more people started driving cars.

Dr. Williams: Cars are a great form of transportation. Everybody loves them because they're so convenient. But we usually use cars for local trips . . . shopping, and going to work, and things like that.

Dr. Akers: That's true. For long-distance trips, most people nowadays rely on planes. Plane service is more frequent and affordable now than it was in the past, so planes, like cars, have become more convenient for people. Meanwhile, trains have more or less fallen by the wayside as a common means of transportation.

Moderator: But with everybody driving cars and taking planes, we have a lot of congestion. And not just on the roads. Airports have become very crowded, too.

Dr. Williams: Exactly. We have congestion everywhere now, so we need to look at new forms of transportation.

¹BRITISH: motorways.

Mathematics was a late passion; his first was the violin. Like many intellectuals, Einstein had a passion for music. He started his study of the violin during elementary school and continued playing the violin for the rest of his life.

When Einstein was 15, his family moved to Italy. Soon after that, his parents sent him to Switzerland, where in 1896 he finished high school. After graduating from high school, he enrolled in a Swiss technological institute. He received a teaching diploma from the institute in 1900. He remained in Switzerland and eventually became a Swiss citizen, in 1901.

Einstein had a hard time finding a teaching job. In fact he never did find one. A friend's father helped him get a job at the Swiss Patent Office. He began working there in 1902. His job involved reviewing inventors' applications for patents. When he looked over the applications, he often found faults in the applicants' drawings. He would make suggestions so they could improve their designs and better their chances for receiving a patent.

Meanwhile, in 1898, between graduating from high school and getting his job at the Patent Office, Einstein met and fell in love with a young Serbian woman, Mileva Maric. Maric was a mathematician, and Einstein considered her his intellectual equal. They had a daughter in 1902 but unusual for the time even for geniuses, they didn't get married until 1903. Their first son was born the following year. There is no record of whether the two children inherited their father's learning disability.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.
You will now have 10 minutes to transfer your answers to the listening answer sheet.
This is almost the end of the test. You now have one more minute to check all your answers.
That is the end of the Listening section of Model Test 1.

MODEL TEST 2

Narrator: IELTS Listening. Model Test 2

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 207.

Section 1. You will hear a conversation between an interviewer and a woman shopper.

First you have some time to look at Questions 1 to 7 on page 207.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 8 to 10 on page 208.

Now listen and answer questions 8 to 10.

Questions 8–10

M1: Fine. OK, the next part of the questionnaire concerns your opinions. You say you've been in all the stores in the mall. In general, in which store would you say you've had the best shopping experience?

W1: That's easy. The shoe store.

M1: That's a big store, isn't it? They have a huge selection of shoes.

W1: They do, but I consider it a good store because the employees there are so polite. They give very good service.

M1: Now, you may have had a chance to eat at our new food court.

W1: Yes, I have, but I don't think I'll eat there again.

M1: Why not?

W1: Well, the food tastes fine, but it's very expensive. It shouldn't cost so much.

M1: I have just one last question. Do you have any suggestions for improvements to the mall?

W1: Yes. You should add more parking spaces. I can never find a place to park. It's really annoying sometimes when . . .

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2 on page 208.

Section 2. You will hear a recording of a tour of a health club.

First, you have some time to look at questions 11 to 14 on page 208.

Now listen carefully and answer questions 11 to 14.

Questions 11–14

Good afternoon. Welcome to the Riverside Health Club. The purpose of today's tour is to let you become familiar with the different activities available at the club. I hope that by the end of the tour all of you will decide to become members.

When you become a member of the health club, you will have the opportunity to participate in a wide range of fitness activities. Over here we have our indoor tennis courts. There are three of them, and if you don't know how to play, we offer tennis lessons throughout the week. Right here next to the courts is the club store. It's quite small, you see, but we have it as a convenience. So if you need snacks or drinks after exercising, you can buy them here.

OK, now this is the exercise room. It's the most well-equipped exercise facility in the city. You won't find old-fashioned weights for lifting here. We have only the most modern exercise machines. All the machines are electronic. They automatically adjust to your weight and fitness level, so you get the workout that's just right for you. The exercise room is run by Peter Jones, who's an expert in both fitness and technology, so he can help you become familiar with the machines. Once you learn how to use them, and Peter makes that easy, they're really great. I work out on them myself just about every day.

- W1: It could be, but actually friendship is a better topic for a classification essay, which is the second type I'll assign. In a classification essay you present your idea by organizing it into categories. "Three types of friends" would be a good topic for a classification essay. The third essay type you'll write is compare and contrast. So, obviously, for your topic you'll pick two or more things to compare.
- M2: (*laughing*) Like comparing the food in the student cafeteria to the food in a real restaurant.
- W1: Why not? That could actually be quite a good topic. But it really doesn't matter which topic you choose, as long as you develop your argument well. The next essay type is argumentative, in which you'll present an opinion and prove or defend it.
- M1: I like to argue.
- W1: Then you should do quite well with an argumentative essay. When writing this type of essay, be sure to state your opinion in a clear, straightforward sentence. For example "Homework is necessary" could be a thesis statement. Yes?

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30 on pages 209 and 210.

Now listen carefully and answer questions 27 to 30.

Questions 27–30

- W2: Will you give us the topics, or do we pick our own?
- W1: I'd like you to pick your own topics. That way you can write about things that interest you. But be sure your topics are original. I want them to come out of your own heads, not out of any book on essay writing. So, any original topic is fine as long as it fits the assigned essay type. Are there any more questions? Yes?
- M2: When are the essays due?
- W1: Every Monday I'll make a new essay assignment, which you'll have to hand in to me the following Friday. Another question?
- W2: Will the essays count toward the final grade?
- W1: Of course. The essays are the most important thing we do in this class. All together your essays will count for 65 percent of your final grade. Other class work will count for 15 percent and your tests will be 20 percent of the final grade. One more thing. Please type your essays on a computer. Handwritten essays are not acceptable, and I don't want to receive any photocopied work either.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 on page 210.

Section 4. You will hear a professor give a lecture. First you have some time to look at questions 31 to 36 on page 210.

Now listen carefully and answer questions 31 to 36.

MODEL TEST 3

Narrator: IELTS Listening. Model Test 3.

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 225.

Section 1. You will hear a conversation between a lost and found agent and a woman who has lost something.

First you have some time to look at Questions 1 to 4 on page 225.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Example

W1: (*excited and impatient*) Is this the lost and found department?

M1: Yes, this is Lost Property. Did you lose something on the train?

W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.

M1: All right, calm down. We'll fill in a lost item report form. Now, when did you lose the item?

W1: Just now. Today. A few minutes ago.

M1: Today's Monday, OK, right.

Narrator: The item was lost today, which is Monday, so "Monday" has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 4.

Questions 1–4

W1: (*excited and impatient*) Is this the lost and found department?

M1: Yes, this is Lost Property. Did you lose something on the train?

W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.

M1: All right, calm down. We'll fill out a lost item report form. Now, when did you lose the item?

W1: Just now. Today. A few minutes ago.

M1: Today's Monday, OK, right.

W1: Can't you hurry? Can't you send the police to look for it or something?

M1: Now just relax. This will only take a minute. May I have your name, please?

W1: It's Patty, that's P-A-T-T-Y, last name Brown, like the color.

M1: Patty Brown. All right, Ms. Brown, your address?

W1: I live at 17 High Street.

M1: Seventy or seventeen?

W1: SevenTEEN.

M1: Is that a house or a flat?

W1: Oh. It's a flat, an apartment. Number 5. And the city is Riverdale.

Questions 11–14

- M1: Good morning. Welcome to Day 2 of Student Orientation Week. The subject of the first talk today will be off-campus housing. This is of interest to those of you who don't want to live in student housing and are not familiar with our city. I'll give you some tips about where to look for housing and how to go about it.

OK, first let's talk about where to look for an apartment. There are some places that I don't recommend. The obvious place to look, you might think, would be in the neighborhood of the university. However, that's probably not a very good idea because, unfortunately, this is one of the more expensive areas of the city to live in. The downtown area is a popular place to visit; however, that's not a good place to look for housing, either, because it's mainly a commercial area. There are very few apartments there. It's also rather far from the university. So where does that leave us? I can recommend a couple of good places to look. Many students rent apartments in the uptown neighborhoods. The prices there are quite low, and many buses go there, so it's very easy to get to the university from there. The Greenfield Park neighborhood is also popular. It's closer to the university, but not many buses run in that direction, so you'll need a car if you choose to live there.

- Narrator: Before you hear the rest of the talk you have some time to look at questions 15 to 20 on page 226.

Now listen and answer the questions 15 to 20.

Questions 15–20

- M1: All right, so let's say you've decided on a neighborhood. Next you have to find out what apartments are available. There are a number of places where you can look for apartment ads. The best place to look is at the university's Student Center. There is a wall there devoted to apartment ads. You can also look in the university newspaper. It comes out every Friday, which gives you the weekend for apartment hunting. The local city newspaper, *The Greenfield Times*, also lists apartment for rent ads. Again, Friday and Saturday are the best days. That's when you'll find the most ads. Finally, of course, you can look on the Internet. There are several Internet sites devoted to apartment rental ads in this area.

The staff at the Student Counseling Center is always ready to help you in your apartment search. They have available city maps as well as city bus schedules to help you get around to the various neighborhoods. If you would like to find someone to share an apartment with you, the Counseling Center has a roommate matching service. Most students find that having roommates is the most economical way to rent an apartment. The Center can also provide you with a list of inexpensive furniture stores. We all know how expensive it can be to furnish an apartment, but it can also be done in a more economical way. Also you might want to consider signing up for a meal plan on campus. If you don't like to cook or are too busy, well, you still have to eat, right? If you live off campus you can still eat in the university student dining rooms. We have plans for buying meals by the week, month, or semester. The Student Counseling Center can give you all the necessary information on that.

- Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 on page 226.

Section 3. You will hear two students talking about their assignment.

First, you will have some time to look at questions 21 to 25 on page 226.

Now listen carefully and answer the questions 21 to 25.

W1: I don't think so. For safety you should wear a helmet, and at night you should have lights or wear reflective tape so cars can see you. For comfort you need light clothes, and waterproof clothes when it rains. But that's all I can think of. Really, it's easy and inexpensive to get started riding a bike.

M1: I think you'll write a great paper. You've already persuaded me to get a bike.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 on page 227.

Section 4. You will hear a professor explaining an assignment to the class. First you have some time to look at the questions 31 to 40 on page 227.

Now listen carefully and answer questions 31 to 40.

Questions 31–40

W1: Good afternoon, everyone. Today we'll talk about the most important assignment you'll do in this class, which is write a research paper. I'll start by going over the process step-by-step so you'll know exactly what I expect of you. All right, let's begin at the beginning. The first step is to choose a topic. I have a list of suggested topics related to the content of this class, and I'd like you to look over it to find a topic that interests you. Then, since they are somewhat general, I'd like you to narrow your topic choice down to something more specific. You'll need to get my final approval on your topic before you begin your research.

The next thing you'll do is gather information on your topic. There are two major places to go for that. At the library you'll have reference books and other types of books available, as well as journals, magazines, and newspapers. Don't forget to look at atlases and other similar sources too. They contain a lot of useful information. Then of course there is the Internet, where you'll find online journals and newspapers, as well as online encyclopedias, and much more.

After you have gathered some information and had the chance to start thinking about your topic, the next step is to write a thesis statement. This is a critical part of the process because the bulk of the paper will be about using your information to defend your thesis statement. I will be happy to help you with this, and, actually, with any other part of your writing process if you need it.

Now then, let's say you have your thesis statement and you have your information. How do you get started writing? It can seem overwhelming with all your ideas and notes floating around. Writing an outline will help you to start getting focused. Make sure your outline includes three important things: first your introduction, where you state your thesis, then the body, which is the bulk of the paper and where you make the arguments to support your thesis, and finally the conclusion. Here you'll restate your thesis and summarize your arguments.

So now that you have your outline, you can start organizing your notes. Organize them according to the outline. As you go along you'll start seeing what information is important to emphasize, what information you may actually not want to include, what you need to find out more about, etc. So organizing your notes helps you understand your information better and start to analyze it.

The next step is to write your first draft. If you have developed a good outline and organized your notes well, then this should not be too difficult. Following your outline, present your information and analysis of it.

Then, of course, the next thing to do is revise your draft. Read it over carefully, checking to make sure that you have explained your ideas clearly and presented your information correctly. You may want to reorganize some of your information at this point, too.

(telephone ringing)

- F2: Special Events.
 M1: Yes, hello. I'm interested in the series you have going on now . . .
 F2: Oh, you mean our lecture series on the history of art.
 M1: Actually, I meant the concert series.
 F2: Oh, yes, of course. It's already begun, but there's still a concert tomorrow, that's Thursday. There's also one on Saturday, and then the last one is on Sunday.
 M1: The one tomorrow, is that when they'll be playing the Mozart concerto?
 F2: Yes, it is.
 M1: Then I'd like two tickets for that, if they're still available.
 F2: Yes, we have some tickets left. Now, I'll need your name.
 M1: It's Steven Milford. That's M-i-l-f-o-r-d.
 F2: Since you want tickets for tomorrow there isn't time to mail in a check. You'll have to pay by credit card.
 M1: That's not a problem.
 F2: Then I'll need your credit card number.
 M1: Oh, of course. It's 1659798164.
 F2: . . . 8164. Got it. OK you wanted two tickets, right?
 M1: Yes.
 F2: At 16.35 apiece that comes out to a total of 32 pounds and 70 p. You can pick up your tickets at the door.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 6 to 10 on page 242.

Now listen and answer questions 6 to 10.

Questions 6–10

- M1: Fine. Um, could you tell me how to get there? We're coming by train.
 F2: Certainly. It's very easy. When you get out of the train station, you'll see the library right across the street. Just walk down to the corner . . .
 M1: Do I go right or left out of the train station?
 F2: Oh, sorry. Go right, walk down to the corner. Right there on the corner you'll see a bank and across the street on the opposite corner is the post office. There are some office buildings across the street, too. Anyhow, you just go right at the corner, pass the car park and you'll see the museum right there in the middle of the block. If you get to a hotel, you've gone too far.
 M1: So right at the corner and pass the car park but not the hotel. All right I think I've got it.
 F2: Great. Make sure you're here by 7:30.

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2 on page 243.

Section 2. You will hear a recording of a radio show about tourism to Raven Island.

First, you have some time to look at questions 11 to 17 on page 243.

Now listen carefully and answer questions 11 to 17.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.
 Now turn to Section 3 on page 243.
 Section 3. You will hear two students talking about a class project.
 First, you will have some time to look at questions 21 to 23 on page 243.
 Now listen carefully and answer the questions 21 to 23.

Questions 21–23

M1: Hi, Janet.
 F1: Harry. What's up?
 M1: You know that research project we have to do for Professor Farley's class? Have you started it yet?
 F1: Started it? I'm almost done.
 M1: Really? I'm having trouble. Do you think you could help me?
 F1: You're going to need a lot of help. It's due next Thursday.
 M1: I know.
 F1: And it counts for 40 percent of our final semester grade.
 M1: I know! So I could really use your help. So, what topic did you choose?
 F1: I did my research about people's TV watching habits.
 M1: You mean which programs they watch?
 F1: Yeah, and how often they watch. It was really interesting.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 24 to 30 on page 244.
 Now listen and answer questions 24 to 30.

Questions 24–30

M1: So, how'd you get started?
 F1: Well, after I decided my topic, I went to the library and did some research. I mean, I read about other studies people had done about TV watching.
 M1: How did that help you?
 F1: Oh, it was really important. It gave me lots of ideas about what questions to ask. So after I did the library research, I chose my research method.
 M1: What did you choose?
 F1: Well, I could do either interviews or just send around a paper questionnaire. I decided to use the questionnaire because I could get information from a lot more people that way.
 M1: And then what?
 F1: I made up the questions for the questionnaire.
 M1: And who did you give it to?
 F1: Well, that's what I had to do next, choose my subjects. You have to think about if you want data from people of a certain age or certain professions and things like that. I decided to ask people like myself—university students.
 M1: So then you just went around and asked people the questions?
 F1: Well, first I had to submit my research design to Professor Farley. He had to make sure it was OK before I went ahead with the research.
 M1: Did he make you change anything?
 F1: No, he pretty much liked it the way it was. So then I had to send out the questionnaire. I just put it in all the students' mailboxes. A lot of them responded. I got a lot of results—pages and pages.
 M1: Well, what did you do with all that information?

Writing (Academic and General Training) Answer Sheet

TASK 2

-3-

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Questions 11–14

M1: Good morning. Welcome to Day 2 of Student Orientation Week. The subject of the first talk today will be off-campus housing. This is of interest to those of you who don't want to live in student housing and are not familiar with our city. I'll give you some tips about where to look for housing and how to go about it.

OK, first let's talk about where to look for an apartment. There are some places that I don't recommend. The obvious place to look, you might think, would be in the neighborhood of the university. However, that's probably not a very good idea because, unfortunately, this is one of the more expensive areas of the city to live in. The downtown area is a popular place to visit; however, that's not a good place to look for housing, either, because it's mainly a commercial area. There are very few apartments there. It's also rather far from the university. So where does that leave us? I can recommend a couple of good places to look. Many students rent apartments in the uptown neighborhoods. The prices there are quite low, and many buses go there, so it's very easy to get to the university from there. The Greenfield Park neighborhood is also popular. It's closer to the university, but not many buses run in that direction, so you'll need a car if you choose to live there.

Narrator: Before you hear the rest of the talk you have some time to look at questions 15 to 20 on page 226.

Now listen and answer the questions 15 to 20.

Questions 15–20

M1: All right, so let's say you've decided on a neighborhood. Next you have to find out what apartments are available. There are a number of places where you can look for apartment ads. The best place to look is at the university's Student Center. There is a wall there devoted to apartment ads. You can also look in the university newspaper. It comes out every Friday, which gives you the weekend for apartment hunting. The local city newspaper, *The Greenfield Times*, also lists apartment for rent ads. Again, Friday and Saturday are the best days. That's when you'll find the most ads. Finally, of course, you can look on the Internet. There are several Internet sites devoted to apartment rental ads in this area.

The staff at the Student Counseling Center is always ready to help you in your apartment search. They have available city maps as well as city bus schedules to help you get around to the various neighborhoods. If you would like to find someone to share an apartment with you, the Counseling Center has a roommate matching service. Most students find that having roommates is the most economical way to rent an apartment. The Center can also provide you with a list of inexpensive furniture stores. We all know how expensive it can be to furnish an apartment, but it can also be done in a more economical way. Also you might want to consider signing up for a meal plan on campus. If you don't like to cook or are too busy, well, you still have to eat, right? If you live off campus you can still eat in the university student dining rooms. We have plans for buying meals by the week, month, or semester. The Student Counseling Center can give you all the necessary information on that.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 on page 226.

Section 3. You will hear two students talking about their assignment.

First, you will have some time to look at questions 21 to 25 on page 226.

Now listen carefully and answer the questions 21 to 25.

W1: I don't think so. For safety you should wear a helmet, and at night you should have lights or wear reflective tape so cars can see you. For comfort you need light clothes, and waterproof clothes when it rains. But that's all I can think of. Really, it's easy and inexpensive to get started riding a bike.

M1: I think you'll write a great paper. You've already persuaded me to get a bike.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 on page 227.

Section 4. You will hear a professor explaining an assignment to the class. First you have some time to look at the questions 31 to 40 on page 227.

Now listen carefully and answer questions 31 to 40.

Questions 31–40

W1: Good afternoon, everyone. Today we'll talk about the most important assignment you'll do in this class, which is write a research paper. I'll start by going over the process step-by-step so you'll know exactly what I expect of you. All right, let's begin at the beginning. The first step is to choose a topic. I have a list of suggested topics related to the content of this class, and I'd like you to look over it to find a topic that interests you. Then, since they are somewhat general, I'd like you to narrow your topic choice down to something more specific. You'll need to get my final approval on your topic before you begin your research.

The next thing you'll do is gather information on your topic. There are two major places to go for that. At the library you'll have reference books and other types of books available, as well as journals, magazines, and newspapers. Don't forget to look at atlases and other similar sources too. They contain a lot of useful information. Then of course there is the Internet, where you'll find online journals and newspapers, as well as online encyclopedias, and much more.

After you have gathered some information and had the chance to start thinking about your topic, the next step is to write a thesis statement. This is a critical part of the process because the bulk of the paper will be about using your information to defend your thesis statement. I will be happy to help you with this, and, actually, with any other part of your writing process if you need it.

Now then, let's say you have your thesis statement and you have your information. How do you get started writing? It can seem overwhelming with all your ideas and notes floating around. Writing an outline will help you to start getting focused. Make sure your outline includes three important things: first your introduction, where you state your thesis, then the body, which is the bulk of the paper and where you make the arguments to support your thesis, and finally the conclusion. Here you'll restate your thesis and summarize your arguments.

So now that you have your outline, you can start organizing your notes. Organize them according to the outline. As you go along you'll start seeing what information is important to emphasize, what information you may actually not want to include, what you need to find out more about, etc. So organizing your notes helps you understand your information better and start to analyze it.

The next step is to write your first draft. If you have developed a good outline and organized your notes well, then this should not be too difficult. Following your outline, present your information and analysis of it.

Then, of course, the next thing to do is revise your draft. Read it over carefully, checking to make sure that you have explained your ideas clearly and presented your information correctly. You may want to reorganize some of your information at this point, too.

(telephone ringing)

- F2: Special Events.
 M1: Yes, hello. I'm interested in the series you have going on now . . .
 F2: Oh, you mean our lecture series on the history of art.
 M1: Actually, I meant the concert series.
 F2: Oh, yes, of course. It's already begun, but there's still a concert tomorrow, that's Thursday. There's also one on Saturday, and then the last one is on Sunday.
 M1: The one tomorrow, is that when they'll be playing the Mozart concerto?
 F2: Yes, it is.
 M1: Then I'd like two tickets for that, if they're still available.
 F2: Yes, we have some tickets left. Now, I'll need your name.
 M1: It's Steven Milford. That's M-i-l-f-o-r-d.
 F2: Since you want tickets for tomorrow there isn't time to mail in a check. You'll have to pay by credit card.
 M1: That's not a problem.
 F2: Then I'll need your credit card number.
 M1: Oh, of course. It's 1659798164.
 F2: . . . 8164. Got it. OK you wanted two tickets, right?
 M1: Yes.
 F2: At 16.35 apiece that comes out to a total of 32 pounds and 70 p. You can pick up your tickets at the door.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 6 to 10 on page 242.

Now listen and answer questions 6 to 10.

Questions 6–10

- M1: Fine. Um, could you tell me how to get there? We're coming by train.
 F2: Certainly. It's very easy. When you get out of the train station, you'll see the library right across the street. Just walk down to the corner . . .
 M1: Do I go right or left out of the train station?
 F2: Oh, sorry. Go right, walk down to the corner. Right there on the corner you'll see a bank and across the street on the opposite corner is the post office. There are some office buildings across the street, too. Anyhow, you just go right at the corner, pass the car park and you'll see the museum right there in the middle of the block. If you get to a hotel, you've gone too far.
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First, you have some time to look at questions 11 to 17 on page 243.

Now listen carefully and answer questions 11 to 17.

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Questions 21–23

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 F1: Harry. What's up?
 M1: You know that research project we have to do for Professor Farley's class? Have you started it yet?
 F1: Started it? I'm almost done.
 M1: Really? I'm having trouble. Do you think you could help me?
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 M1: I know.
 F1: And it counts for 40 percent of our final semester grade.
 M1: I know! So I could really use your help. So, what topic did you choose?
 F1: I did my research about people's TV watching habits.
 M1: You mean which programs they watch?
 F1: Yeah, and how often they watch. It was really interesting.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 24 to 30 on page 244.
 Now listen and answer questions 24 to 30.

Questions 24–30

M1: So, how'd you get started?
 F1: Well, after I decided my topic, I went to the library and did some research. I mean, I read about other studies people had done about TV watching.
 M1: How did that help you?
 F1: Oh, it was really important. It gave me lots of ideas about what questions to ask. So after I did the library research, I chose my research method.
 M1: What did you choose?
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 F1: No, he pretty much liked it the way it was. So then I had to send out the questionnaire. I just put it in all the students' mailboxes. A lot of them responded. I got a lot of results—pages and pages.
 M1: Well, what did you do with all that information?

NOTE: Please photocopy the Answer Sheets on pages 407 to 412 to use for Model Tests.

IELTS Listening Answer Sheet

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			Listening Total		

Writing (Academic and General Training) Answer Sheet

Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

TASK 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing (Academic and General Training) Answer Sheet

TASK 2

-3-

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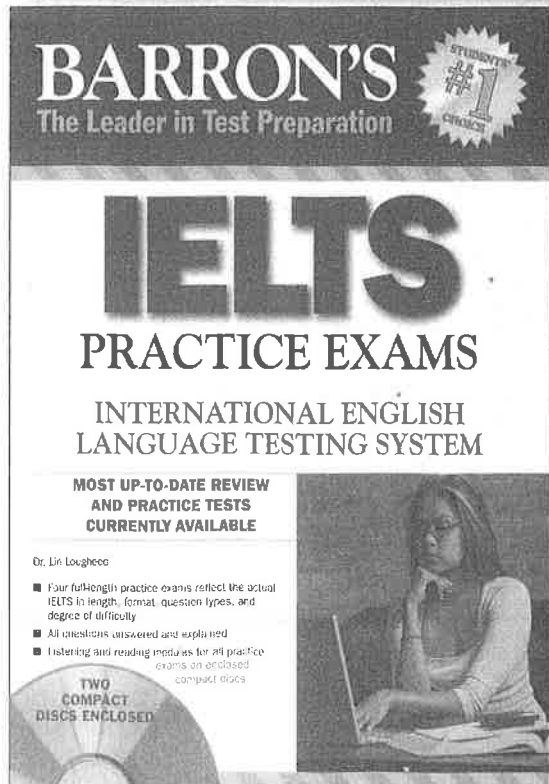
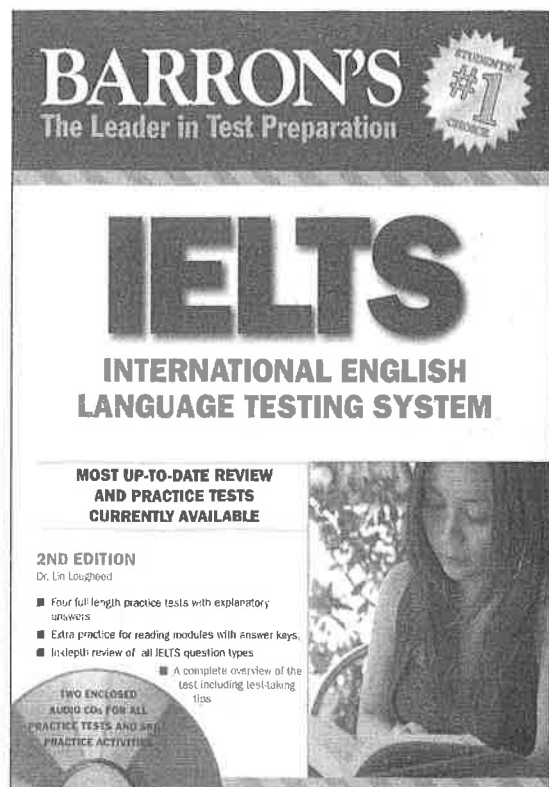
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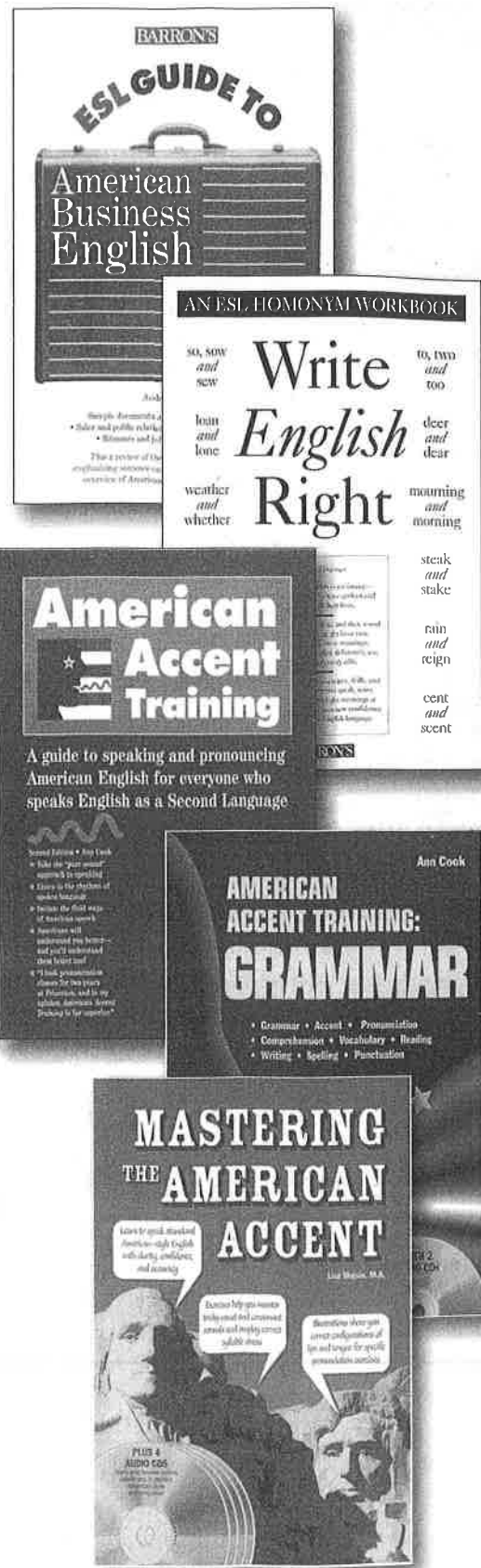
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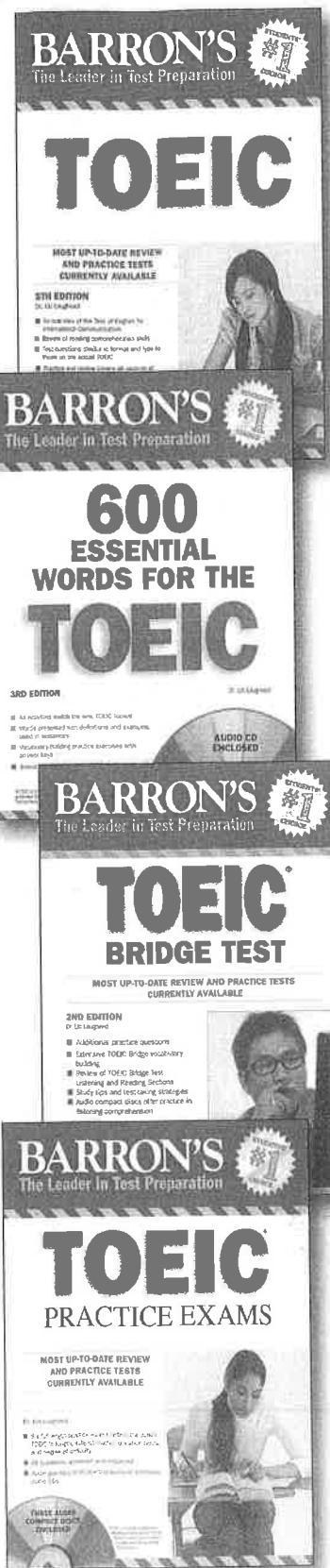
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